

**TEACHING AND LEARNING SPEAKING THROUGH FISHBOWL  
TECHNIQUE AT THE FIRST SEMESTER OF THE TENTH GRADE  
SMAN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
2018/2019**



**A Thesis**

**Submitted as a Partial Fulfillment of the  
Requirements for S1-Degree**

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2018**

## **ABSTRACT**

### **TEACHING AND LEARNING SPEAKING THROUGH FISHBOWL TECHNIQUE AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

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This research was about teaching and learning speaking through Fishbowl Technique at the first semester of the tenth grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019. The objectives of the research were to know the teaching and learning speaking through Fishbowl Technique, to know the teacher's problem in teaching speaking through Fishbowl Technique, and to know the students' problem in learning speaking through Fishbowl Technique.

This research was qualitative research. The researcher selected the people or participants who know the phenomenon of the problem. The researcher chose the English teacher and the students of the tenth grade of SMAN 3 Bandar Lampung as the participant of this research. There are two classes which consist of 67 students. The researcher used purposive sampling technique to determine the sample. The researcher chose class X IPA 1 as the sample because class X IPA 1 had the lowest score. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the students. The researcher used three major phases of the data analysis, they were: data condensation, data display and conclusion drawing verification.

After analyzing the data, there were three points of the result. The first, there were some points in teaching speaking through Fishbowl Technique that were skipped by the teacher. It could be seen from process in pre and whilst speaking activity that the teacher did not ask the students' thought and took notes on their activity about their opinion related to the topic, the teacher did not give the students questions for discussion or ask the students to have responses and the teacher did not allow the students to switch their position. The second, the problems faced by the teacher were the teacher had difficulty with the students who did not talk, had difficulty with the students who used their mother tongue, had difficulty with large class size, had difficulty with the material which did not fulfill the students' need, and had difficulty in managing the time. Third, the problems by the students were students were lack in grammar, vocabulary and fluency, had problem to talk or even did not say anything, had problem by using their mother tongue, had problem in confident and pronounced the words, and had problem to follow teacher's direction.

**Keywords** : Qualitative Research, Teaching and Learning, Speaking, Fishbowl Technique.



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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 7<sup>th</sup> November 2018  
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ

In the name of Allah, Most Gracious, Most Merciful.

1. The most gracious!
2. It is He Who taught the Qur'an.
3. He has created a man.
4. He has taught him an intelligent speech.<sup>1</sup> (Q.S. Ar-Rahmaan: 1-4)

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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 590

## **DEDICATION**

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from the deep heart and great love, this thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. Suhadi and Ms. Bardia who have already prayed and supported for my success and advice me all the time.
2. My beloved adopted mother and father, Ms. Waziah Sauki and Mr. Bambang Tri Yudhoyono who have already prayed and supported for my success and advice me all the time.
3. My beloved brothers and sisters, Fajri Yusuf Wahyudo, Fatma Meidiyana, Faris Faza Ramadhan, Mia Aprila and Ariyansyah Sauki, who have already prayed and supported for my success and advice me all the time.
4. My beloved cats; Cumo, Molly, Morty, Blacky, Jolly, M.J., Mo, Po, and Pel who always support me and cheer up until the completion of this thesis.
5. My beloved lecturers and Alma mater UIN Raden Intan Lampung which has contributed a lot for my development.

## **CURRICULUM VITAE**

The researcher's name is Abu Musa. He is called Musa, but sometimes people called him Abu. He was born in Gedung Raja on April 27<sup>th</sup> 1997. He is the first child of Mr. Suhadi and Ms. Bardia. He has no sister and brother. He is the only child. He lives in Gedung Raja, Hulu Sungkai, North Lampung.

The researcher began his study in Elementary School at SDN 04 Gedung Negara in 2002 and passed in 2008. He continued his study in Junior High School at SMPN 01 Hulu Sungkai and to be granted in 2011. After that, he went to Senior High School at SMAN 2 Jalawiyata Kotabumi. At the time, He joined Japanese language class, ROHIS and Karate class for about two years and finished in 2014. After finishing his study in Senior High School, He decided to study in English Educational Program of Tarbiyah and Teaching Training Faculty Raden Intan State Islamic University Lampung.



## **ACKNOWLEDGEMENT**

In the name of Allah, the most gracious, the most beneficent. Praise be to Allah, the almighty God. For blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad, with his family and his followers.

This thesis is submitted a compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung (UIN Raden Intan Lampung).

The researcher realizes that he cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. He wishes, however, to give his sincerest gratitude and appreciation to:

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9. My pets, Molly and Morty who always support and cheer up until the completion of this thesis.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 7<sup>th</sup> November 2018.

The Researcher,

Abu Musa  
NPM. 1411040141

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## CHAPTER I INTRODUCTION

### **A. Background of the Problem.**

Language is an important tool for communication. Without language, people will never be able to communicate with others. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.<sup>1</sup> It means that language can be a primary necessity in human life. It has a big role for everyone in making good relationship with others. According to Oxford Advanced Learner's Dictionary of Current English, language is "(1) the system of communication in speech and writing that is used by people of a particular country, (2) the use by humans of a system of sound and words to communicate, (3) a particular style of speaking or writing".<sup>2</sup> It means the people can express their ideas, thoughts, feelings, and desires with language.

English is language that used by most countries among other languages in the world. As Richards and Rodgers state that Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today.<sup>3</sup> It means English as international languages becomes a study which is forced to be learnt. It is not only used for communication, but also used for keeping up with the development of

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language*, (4<sup>th</sup> Ed), (New York: Longman, 2007), p. 13

<sup>2</sup>AS. Hornby, *Oxford Advanced Learner's Dictionary of Current English: 6<sup>th</sup> Edition*, (Oxford University Press, 2000), p. 752

<sup>3</sup>Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), p. 1

technology and science. Many occupations need someone who has mastered English skill well. English has four skills; they are listening, speaking, reading and writing. All of those skills are highly required.

There are four skills that should be mastered in English, they are listening, speaking, reading and writing. The speaking ability became very important in the education field, students need to be exercised and trained in order to have a good speaking ability. Speaking is something crucial and indispensable for the students because the success of their study on the greater part of their ability to speak. If their speaking ability is poor, they are very likely to fail in their study or at least they will have difficulty in making progress.<sup>4</sup> On the other side, if they have a good ability in speaking, they would have a better chance to succeed in their study. But in fact, most students are not able to speak in front of audience even to introduce their self. It is caused by their low vocabulary mastery, grammar and pronunciation of the words.

Speaking is very important in the daily activities. A person speaks to communicate with others, to collect the information, to be entertained, to reflect as religious practice and many others. The purpose of speaking is to communicate person to person, to make relation between human and society also to make close each other. It will also affect the way how they speak to others. Sometimes someone speaks to spare time together, to get understand each other to understand of something, or gain some pleasure. Everyone who

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<sup>4</sup>S. Kagan, *The structural approach to cooperative learning*. (Educational Leadership: 47 (4), 1990), pp. 12-15

speaks certainly there is its own purpose. When speaking with a specific purpose is usually better to understand and purpose of speaking compared with those who speak without purpose.

In speaking, to present the speaking materials the speakers should be able to manage the words using the right tenses or grammar. Because, it's easy to get the information from the speaker and there is no misunderstanding in communication. Sometimes they may find a new words and it is important for them to comprehend from information they got. Theoretically, it can build the students interest and motivation to improve their speaking ability. Moreover, the students can speak to describe about something without any text. In line with this research, the students may improve their speaking ability if they know about the meaning of the words and it is important to understand about it in order to present speaking and to get good information without misunderstanding.

On the contrary, based on the preliminary research conducted at SMAN 3 Bandar Lampung, the researcher interviewed the English teacher in there Mr. Edwar Hidayat M.Pd., about students' capability in mastery English and their speaking activities. The researcher found the teacher already used Fishbowl Technique in speaking class. The teacher explained that actually this technique is good to be used but the students' speaking score still low. And also he said the students had some weaknesses on speaking. It indicates that the students have insufficient input and inadequate supporting phase and also the background of national educational goals is not oriented to mastered speaking,

but listening and reading. It makes the students had difficulties to learn speaking.<sup>5</sup> It is therefore the researcher thought that is very important in learning English, especially speaking. Moreover the students should be given opportunity to express their ideas, their thinking and their feeling in speaking. By having speaking practice, the students are able to speak English well. It can be seen as the following table of the students' score of speaking ability. It is described with the data. Here is the detail of the data:

**Table 1**  
**The Students' Speaking Score at the First Semester of the Tenth Grade of SMAN 3 Bandar Lampung in the Academic Year of 2018/2019**

| No                | Class   | Score        |              | Number of Students |
|-------------------|---------|--------------|--------------|--------------------|
|                   |         | ≥75          | <75          |                    |
| 1.                | X IPA 1 | 21           | 14           | 35                 |
| 2.                | X IPA 2 | 18           | 14           | 32                 |
| <b>Total</b>      |         | <b>39</b>    | <b>28</b>    | <b>67</b>          |
| <b>Percentage</b> |         | <b>59,0%</b> | <b>41,0%</b> | <b>100,0%</b>      |

*Source : The Score Data from English Teacher of SMAN 3 Bandar Lampung.*

The table shows that from the total of the students of tenth grade, 28 students achieved score above KKM, but more than it, 39 students got score under KKM, and the criterion of minimum mastery (KKM) at tenth grade of SMAN 3 Bandar Lampung is 75. It could be inferred that most of students still had difficulties in their speaking ability although they had been taught through Fishbowl Technique.

Moreover, by interviewing the students, the researcher knew that the student had assumption that English was hard subject so that the students were lazy to

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<sup>5</sup>Edwar Hidayat, *an Interview with English Teacher of SMAN 3 Bandar Lampung*, (March 16, 2018).



join the subject and pay attention to the teacher in the classroom activities and also they felt bored in speaking class, because the learning activities in speaking were monotonous or not interesting. In speaking subject, the students are getting hard to understand the grammar, to say the words, and also they had problems with pronunciation of the words to understand the meaning or what they were going to say. The students also did not really know what their weakness or strengths in speaking because the teacher never gives feedback and leading question in their speaking and gives chance for them to revise their own speaking.<sup>6</sup>

Based on preliminary research, the researcher concluded there were some difficulties faced by teacher and students especially in teaching and learning speaking. First, the researcher knew that the condition was caused by lack interaction between the students and the English teacher. And also he said the students had some weaknesses on speaking and it can be seen on students' speaking score. It indicates that the students have insufficient input and inadequate supporting phase and also the background of national educational goals is not oriented to mastered speaking, but listening and reading. It makes the students had difficulties to learn speaking. Second, the students are getting hard to understand the grammar, to say the words, and also they had problems with pronunciation of the words to understand the meaning or what they were going to say. They were still confused how to use grammar.

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<sup>6</sup>*An interview with Students of SMAN 3 Bandar Lampung, (March 05, 2018).*

It made the students did not have chance to improve their speaking ability. The last, they felt bored in speaking class, because the learning activities in speaking were monotonous or not interesting, it became the students' motivation on learning process was low. The researcher also found the problems happened because the teacher already use the technique, but did not optimally applied and the students faced difficulties to learn speaking. The speaking class should be facilitated with activities which motivated the students to learn and speak English.

Furthermore, some researchers about speaking using Fishbowl Technique have been conducted in some schools in Indonesia by some researchers. Fishbowl Technique is a technique which involves groups of people seating in circle in order to promote students' engagement and opportunities to closely observe, take notes, and give responses orally. Fishbowl is away to organize a medium to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowls have been used by group work specialists and in counseling.

Fishbowl takes its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle. Not all classroom arrangements allow for the creation of a distinct inner and outer circle, but seats or tables can be arranged in a similar pattern with a table or small group

of chairs more or less in the middle of the room and other students facing this group.<sup>7</sup>

There are several previous studies about the effect of Fishbowl technique in teaching speaking. The first previous study is conducted by Urmila Anistantia (2017) from UNILA entitled “The Implementation of Fishbowl Technique to improve students’ speaking ability”. She conducted quantitative research in order to know the difference of lecturing and Fishbowl technique to the speaking skill in second grade of SMPN 2 Jati Agung South Lampung. It was found that Fishbowl technique can improve students’ speaking ability. It was can be seen that there is a significant difference in students’ speaking ability after being taught using Fishbowl Technique at second grade students of SMPN 2 Jati Agung, and the aspect that improved the most is pronunciation.<sup>8</sup>

The second previous study is conducted by Swamida Mannik Aji (2013) from UNY entitled “Improving Students’ Speaking Ability in mixed-ability class through Fishbowl Technique”. He conducted an action research in order to improve students’ speaking ability in mixed-ability class through Fishbowl for 5B students of SDN Maguwoharjo 1. It was found that Fishbowl Technique effective to improve students’ speaking ability. It was can be seen that the students’ grammatical accuracy improved, the students’ vocabulary was also

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<sup>7</sup>Bruce D. Taylor, *Fostering Engaging an Active Discussions in Middle School Classrooms*, (Middle School Journal, 2007), p. 54

<sup>8</sup>Urmila Anistantia, *The Implementation of Fishbowl Technique to Improve Students’ Speaking Ability at Second Grade of SMPN 2 Jati Agung South Lampung*, S1 Thesis, (Bandar Lampung: University of Lampung, Unpublished, 2017).

better after the implementation, and the students' fluency improved after implementing the fishbowl technique in the production stage.<sup>9</sup>

There are some differences between the previous research and the current research. The previous research, Fishbowl Technique has been done to teach speaking by the researcher. Meanwhile the current research, Fishbowl Technique will be conducted to teach speaking by the teacher. And the researcher only observes the teaching and learning process. The purpose of previous research is to know the influence of using Fishbowl Technique towards students' speaking ability. Meanwhile, the purpose of current research is to know the process and also the problem of teaching and learning speaking through Fishbowl Technique.

Based on the explanation above, Fishbowl Technique is a good technique to be used for teaching and learning speaking more effective. It could be concluded that Fishbowl Technique is one of technique, which is suitable for teaching and learning English especially in speaking. Based on that, the researcher was conducted a different research entitled "Teaching and Learning Speaking through Fishbowl Technique at the First Semester of the Tenth Grade Students of SMAN 3 Bandar Lampung in Academic Year of 2018/2019" by observing the technique used by the English teacher in teaching speaking, it is Fishbowl Technique, in order to find out information

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<sup>9</sup>Swamida Mannik Aji, *Improving Students' Speaking Ability in a Mixed-Ability Class Through Fishbowl Technique for 5B Students of SDN Maguwoharjo 1*, S1 Thesis, (Yogyakarta: University of Yogyakarta, Unpublished, 2013).

about the causes of bad score of students and the problem by the teacher and students in teaching and learning process of speaking.

### **B. Identification of the Problem.**

Based on the background of the research above the researcher identified the problems as follows:

1. The students were feel afraid of making mistakes
2. English teacher already used the technique, but not optimally applied.
3. Most students were not able to understand and to get information also to present speaking materials.

### **C. Limitation of the problem.**

Based on the identification above, the researcher limited the problem of the research on Teaching and Learning Speaking through Fishbowl Technique at the first semester of the tenth grade in SMAN 3 Bandar Lampung in the academic year of 2018/2019.

### **D. Formulation of the Problem.**

Based on the identification and limitation of the problem above, the researcher formulated the problems as follows:

1. How was the process of teaching and learning speaking through Fishbowl Technique at the first semester of the tenth grade in SMAN 3 Bandar Lampung?



2. What was the teacher's problem in the process of teaching speaking through Fishbowl Technique to the tenth grade students of SMAN 3 Bandar Lampung?
3. What were the students' problems in the process of learning speaking through Fishbowl Technique?

#### **E. Objective of the Research.**

Based on the formulation of the problem above, the objectives of the research were as follows:

1. To know and describe the teaching and learning speaking process through Fishbowl Technique.
2. To know the teacher's problem in teaching speaking through Fishbowl Technique.
3. To know the students problem in learning speaking through Fishbowl Technique.

#### **F. Significance of the Research.**

The significance of the research are as follows :

1. Theoretically

The results of the research are expected to contribute to the development of education, especially in students' learning style in speaking skill.

## 2. Practically

- a. Teacher: By using Fishbowl Technique, the teacher can improve their creativity in teaching process, so that the goal of learning can be achieved.
- b. Students: By using Fishbowl Technique, it is expected that the students are more interested and motivated in learning English, so that their English speaking developed and it gives positive effect on their English achievement.

## **G. Scope of the Research.**

The researcher has divided the scope of the research into four parts, they are:

### 1. Subject of the Research

The subjects of the research were the English teacher and students at the first semester of the tenth grade in SMAN 3 Bandar Lampung.

### 2. Object of the Research

The object of the research was teaching and learning speaking through Fishbowl Technique.

### 3. Time of the Research

The research was conducted at the first semester of the tenth grade students in SMAN 3 Bandar Lampung in the academic year of 2018/2019.

### 4. Place of the Research

The research was conducted at SMAN 3 Bandar Lampung.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Teaching English as a Foreign Language**

Language is systematic.<sup>1</sup> It is important in our life. It becomes a connector tool with each other. Setiyadi states that language is a system for the expression meaning.<sup>1</sup> As stated in Brown that English is increasingly being used as a tool for interaction among non-active speakers.<sup>2</sup> It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them English. So, language is very important because it is always used by people to communicate with other and as a media communication to share information with other people by messages.

English has been acknowledged by the most countries in the world as an international language and it has large influence to human life. For the example in Indonesia, English became one of the materials subject at school and as a part of national exam. In teaching English as a foreign language, the teacher should have known what teacher should do. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, and causing to know or to understand.<sup>3</sup> It means that teaching is

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p. 6

<sup>1</sup>Ag, Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

<sup>2</sup>H. Douglas Brown, *The Practice of English Language Teaching*, (San Francisco: Longman, 2000), p. 118

<sup>3</sup>H. Douglas Brown, *Op.Cit.*, p. 8

the process of transferring knowledge to the learners. Teaching also can make the learners know about something new in their life.

Even though in reality, the students still find the difficulties in learning English because of the different rule with Indonesian language. It becomes a big homework for the teacher should be master English very well than the students so the teacher can teach students well and try to never judge when they have a mistake, because it can make the students shy and afraid to make a mistake. Besides, our mother tongue has become a gap to master English. The difficulties in losing mother tongue accent, limited vocabulary and the difference of language rule become a big gap in understanding the English.

Based on these explanations above, it can be concluded that language is a communication system of giving and receiving information based on speech sound that needs language as the main one. English is one of language that has been acknowledged by the most countries in the world as an international language and it has large influence to human life. But, the students in Indonesia still find the difficulties in learning English because of the different rule with Indonesian language. That's why the role of teacher is needed to teach English to the students very well.

## **B. Speaking**

### **1. Definition of Speaking**

Speaking is one of the skills that have to be mastered by student in learning English because it is an essential tool for communicating. It is supported by

Christopher, that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.<sup>5</sup> According to Louma, that speaking is done in real-time; learners' abilities to plan, process and produce the foreign language are taxed greatly. For that reason, the structure of speech is quite different from that of the written language, where users have time to plan, edit and correct what they produce.<sup>6</sup> It can be interpreted that speaking is a way to communicate with others, to share information, express idea, feelings, emotions to other person or give an explanation or to ask a question for someone.

Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teacher, we have a responsibility to prepare the students as much as possible to be able to speak English in the real world outside the classroom.

Speaking is the competence to express explain and convey thinking, feeling, and idea. Speaking is productive skills which the speaker produces and uses the language by expressing the ideas effectively to others. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>7</sup> It means that in

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<sup>5</sup>Christopher Turk, *Effective Speaking Communicating in Speech*, (London: Taylor & Francis e-Library, 2003), p. 9

<sup>6</sup>Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), p. ix

<sup>7</sup>H. D. Brown, *Teaching by Principle an Interactive Approach in Language Pedagogy Second Edition*, (New York: Longman, 2001), p. 267

speaking process, we try to communicate with other and use our language to send our message to another person. In this case the speaking processes need at least two people, one as a speaker who produces information and the other as a listener who receives information.

Likewise, Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that.<sup>8</sup> It means that speaking is to express or communicate opinions, feelings, and ideas so on by or as talking. Moreover, by speaking the students concern with the way to express what the students think and feel. For instance, we have something in mind to be expressed, we will use our oral skill to make it happens, that is by speaking in expressing opinions, feelings and ideas.

Based on the explanation above, the researcher can conclude that speaking is productive skill that very important in our daily life as a communication tools to each other. Through speaking we can express a sequence of ideas, opinions, and feelings or reporting acts situation in precise words and sounds of articulation to build communication with people.

## **2. Elements of Speaking**

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

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<sup>8</sup>Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), pp. 1-2

a. Language features

Among the elements necessary for spoken production, are the following:

- 1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted, (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive devices: native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interactions).
- 3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

b. Mental/Social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.



- 1) Language processing : effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.
- 2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. And knowledge of how linguistically to take turns allows other to do.
- 3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.<sup>9</sup>

Based on the explanation above, it is necessary that the participant processes knowledge of language features and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis, grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

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<sup>9</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2003), pp. 269-271

It can be said that speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get idea or the message across. In presenting something, students also need to pay attention about connected speech, lexis and grammar, confidence and so on. Therefore what did the students present can be understood by the other students. In this case, there is a process of giving message and at the same time there is a process of understanding the message of the first speaker.

### **3. Characteristics of Spoken Language**

Spoken language is different from written language for many reasons. One important reason is that it usually has to be understood immediately whereas written language can be read many times. For that reason, spoken language has many different features. Spoken language has the following characteristics by Halliday as follows:

- a. Variation in speed. (but it is generally faster than writing)
- b. Loudness or quietness.
- c. Gestures. (body language)
- d. Intonation.
- e. Stress.
- f. Rhythm.
- g. Pitch range.
- h. Pausing and phrasing.<sup>10</sup>

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<sup>10</sup>M. A. K. Halliday, *Spoken and Written Language*, (Oxford: Oxford University Press, 1989), p. 31

Spoken language is less complex than written language. Spoken language is grammatically less complex than written language. It has fewer subordinate clauses, fewer “that/to” complement clauses, fewer sequences of prepositional phrases, fewer attributive adjectives and more active verbs than written language.

Spoken texts are longer. This means that there is more repetition. According to Ure the percentage of different words in a text is generally below 40% for spoken texts and above 40% for written texts.<sup>11</sup> Spoken texts also have shorter, less complex words and phrases. They have fewer nominalizations; more verbs based phrases and a more limited vocabulary. Spoken texts are lexically less dense than written language; they have proportionately more grammatical words than lexical words. Spoken language has more words that refer to the speaker, more quantifiers and hedges, and also less abstractness.

#### **4. Speaking Skill**

Speaking skill is one thing that should be mastered by the students in the school. Tarigan defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking ability is learned.<sup>12</sup> Meanwhile, Richard states that the mastery of speaking skill is a priority for many second-language or foreign language learners.

Hence, learners often evaluate their success in language learning as well as the

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<sup>11</sup>Jean Ure, *Applications of Linguistics; Selected Papers of the Second International Congress of Applied Linguistics*, (Cambridge: Cambridge University Press, 1971), p. 445

<sup>12</sup>Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 2015), pp. 3-4

effectiveness of their English course on the basis of how much they feel. They have improved in their spoken language proficiency.<sup>13</sup> The ability to speak in foreign language is important which means to be able to use a foreign language.

Our personality, our self-image, our knowledge of the world and our ability to understand to express our thought are all reflected in our spoken performance in foreign language. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject. The ability to speak a foreign language is the most pressed skill because someone who can speak a language will also be able to understand it. Lwin defines that speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence.<sup>14</sup>

## **5. Micro- and Macro-Skills of Speaking**

A similar list of speaking skills can be drawn up for the same purpose: to serve as taxonomy of skills from which you will select one or several that will become the objective(s) of an assessment task. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion,

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<sup>13</sup>Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 19

<sup>14</sup>Adam Khoo Lwin, Kenneth Lyen, and Caroline Sim, *How to Multiply Your Child's Intelligence*, (2<sup>nd</sup> Ed), (Jakarta: Indeks Publisher, 2008), p. 11

non-verbal communication, and strategic options. The micro- and macro-skills total roughly 16 different objectives to assess in speaking. They are as follows:

a. Micro-skills

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

b. Macro-skills

- 12) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 13) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversations rules, floor-keeping and –yielding interrupting, and other sociolinguistic features in face-to-face conversations.
- 14) Convey links and corrections between events and communicate such relations as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 15) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

As you consider designing tasks for assessing spoken language, these skills can act as a checklist of objectives. While the macro-skills have the appearance of being more complex than the micro-skills, both contain ingredients of difficulty, depending on the stage and context of the test-taker.<sup>15</sup>

Based on the explanation above, it can be concluded that speaking skill is developed in child life and priority for many second-language or foreign

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<sup>15</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), pp. 142-143

language learners. Speaking skill or ability can be called as verbal intelligence. No doubt, speaking is the most common communicative activity in daily life. Every time and anywhere people always use speaking to others as ability in expressing their ideas and thought. Subsequently, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. Speaking skill is an important part of the curriculum in language teaching and this make them an important object of assessment as well as speaking is one of micro- and macro-skills total roughly 16 different objectives to assess in speaking. Assessing speaking is challenging, however there are so many factors that influence our impression of how well someone can speak a language, and because we expect test to be accurate, just and appropriate for our purpose.<sup>16</sup>

It means that the speaking skill should be seriously assessed accurately that appropriate with assessment criteria. There is modified form of a scale as the one suggested for evaluation speaking can be used as follows:

1. Grammar.
2. Vocabulary.
3. Fluency (the ease and speed of the flow of speech).

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<sup>16</sup>Sari Luoma, *Op.Cit.*, p. 1

4. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).<sup>17</sup>

According some explanation above, it can be concluded that speaking skill means the ability to use English to practice conversation in groups suitable with the expression that has been specified with measuring of pronunciation, grammar, vocabulary, fluency, and also comprehension.

### **C. Teaching Speaking**

#### **1. Definition of Teaching Speaking**

Teaching is the way for teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate effectively. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rule that apply in each communication situation. Harmer states there are three reasons for teaching speaking, they are as follows:

- 1) Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
- 2) Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.

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<sup>17</sup>David P. Harris, *Testing English as A Second Language*, (New York: Grow Hill, Inc, 1974), p. 84



- 3) The more students have opportunities to active the various elements of language.<sup>18</sup>

Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also provide each student to speak that clear language is very important. The teacher speaks by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

Brown states that the procedures of teaching speaking are as follows:

1. Pre-Teaching

Arouse student's interest in planning task.

2. Whilst-Teaching

- a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.
- b. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete planning task.

3. Post-Teaching

Chair the report back session in which each group present it suggestions. Make posters available to help the groups present their ideas.<sup>19</sup> As the teacher those step in teaching speaking is paramount

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123 <sup>18</sup>Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), p.

<sup>19</sup>H. Douglas Brown, *Op.Cit.*, p. 278

importance to get the maximal goal in learning. Because in teaching and learning process consists many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speak with others in class.

## **2. Teacher's Problem in Teaching Speaking**

In teaching process, especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom, According to Greene, and Petty, they are as follows:

- a. Teachers often face the problems form the duration of teaching and learning process is limited.
- b. The material on the text books is different from the lesson plan.
- c. The quantity of the students in the class because a better class should have 12 to 20 students because learners need more attention in learning.
- d. The teacher only has knowledge from the text books.<sup>20</sup>

There is another statement about teacher's problem while teaching speaking, as Febriyanti states, it can be described as follows:

- a. Students do not want to talk or say anything, one of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore "losing face" in front

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<sup>20</sup> H. A. Greene, & W. T. Petty, *Developing Language Skill in the Elementary Schools*, (Boston: Allyn and Bacon, 1967). p. 27

of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Furthermore, is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.

- b. Students keep using their own language, one problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them.
- c. It is difficult to handle students' large class, if the class is big, for example 30 or 40 students in a class, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.
- d. Students are not discipline in classroom, some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they

feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts.

- e. The materials do not fulfill the need of students; language teacher should attempt to associate the language they are teaching with the situation outside the classroom. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation.
- f. Students have low motivation, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get no motivated and lose interest in learning. Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objectives, and help them to accomplish the success.<sup>21</sup>

Based on the explanation above, it can be concluded that some obstacles faced by the teacher in teaching speaking are teachers often face the problems from the duration of teaching and learning process is limited, the material on the text books is different from the lesson plan, teacher came from the availability of the text books for the students, students do not say anything, the students keep using their own language, the students get too noisy, it is difficult to

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<sup>21</sup>Emma R. Febriyanti, *Teaching Speaking of English as a Foreign Language: Problems and Solutions*, (Banjarmasin: Online Journal of FKIP Universitas Lambung Mangkurat, 2011), p. 7

handle students' large class, the students are not disciplined in classroom, the materials do not fulfill the need of students, and the students have low motivation to learn English. In order to conduct this research, the researcher will mix both the theory of teacher's problem in teaching speaking.

## **D. Learning Speaking**

### **1. Definition of Learning Speaking**

Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>22</sup> It is a relatively permanent change in behavior tendency and the result reinforced practice. It means that learning is about getting knowledge from study, experience, or instruction. It is supported by Cameron, "At the root of learning is the process of making meaning out of participation in the social word. As children's minds stretch to find meanings in new experiences, so learning occurs".<sup>23</sup> In other word, learning not only about getting knowledge from study, but it can be from experience or instruction. Learning is defined an process that brings together cognitive, emotional, and environment influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.<sup>24</sup>

Speaking is the active use of language to express meanings so that other people can make sense of them. Brown states that speaking is an interactive process of constructing a meaning that involved producing and receiving and

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<sup>22</sup>H. Douglas Brown, *Op.Cit.*, p. 7

<sup>23</sup>Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 241

<sup>24</sup>Denise E. Murray and Mary Ann Christison, *What English Teachers Need to Know Vol. I*, available on: [http://perpus.stkipkusumanegara.ac.id/file\\_digital/Buku%20Digital%0172.pdf](http://perpus.stkipkusumanegara.ac.id/file_digital/Buku%20Digital%0172.pdf), 2011, accesses on April 01<sup>st</sup> 2018, p. 140

processing information.<sup>25</sup> Based on this explanation, it can be concluded that speaking is someone process to interact with others and to get information, ask question, and share everything. In speaking, students learn how to organize the idea, express the language in spoke form with good pronunciation and stressing.

Based on both these explanations, it can be concluded that learning speaking is students' process to get knowledge through interact with other students to exchange information, express ideas or feelings by using a good pronunciation. And it also need teacher's guide to control the students when they in conversation. Learning speaking English must be focused on many aspects. There are a number of components of speaking concerned with grammar, vocabulary, pronunciation, and fluency. They are as follows:

a) Pronunciation

Pronunciation is the way in which a language is spoken. In learning process teachers need to sure that their students can be understood when they want to say. Pronunciation refers to the ability to produce easily comprehensible articulation.

b) Grammar

Grammar is partly the study of what form or structures are possible in a language and grammar is the set of logical and structural rules that govern

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<sup>25</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (White Plains, New York: Pearson Education, 2004), p. 140

the composition of sentences, phrases, and words in any given natural language.

c) Vocabulary

Vocabulary is total number of word that makes up a language. Those words are use in speaking. Vocabulary means the appropriate diction which used in communication.

d) Fluency

Fluency is the ability to process language easily and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking.<sup>26</sup>

It can be said that in learning speaking process instead of concerning to the components of speaking. Students learning English because they can be able to use the foreign language with real people in communication. It is supported by Harmer, many people learn English because they have moved into a target language community.<sup>27</sup> It means that all around the world and students of all ages is learning to speak English, because they think it will be useful in some way for international communication.

Based on explanation above, it can be concluded that in learning speaking process must be focused on components of speaking concerned with grammar,

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<sup>26</sup>H. Douglas Brown, *Op.Cit.*, pp. 172-173

<sup>27</sup>Jeremy Harmer, *Op.Cit.*, p. 11

vocabulary, pronunciation, and fluency. Students learn to speak English because they need to be able to operate successfully within that community.

## **2. Students' Problem in Learning Speaking**

In order to know clearly about the problems in learning speaking that the students may have problems. They are as follows:

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother-tongue use. In classes where all, or a number of the learners share the same mother tongue, they may tend to use it; because it is easier, it feels unnatural to speak to one another in a foreign language, and they feel less' exposed if they are speaking their mother tongue. If they are talking



in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to get the target language.<sup>28</sup>

Based on the explanation above, it can be concluded that there are four problems in learning speaking such as inhibition, nothing to say, low participation and mother tongue use. Those four reasons are most of difficulties that students often encounter in learning speaking skill. It's occurred because the learners are not native speaker or even foreign learner. When they learn English lesson the harder and ability to know have to rich.

Before the researcher explains about Fishbowl Technique, the researcher would like to explain about approach, methods and techniques. In an attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony. He identified three levels of conceptualization and organization, which he termed approach, method, and technique.

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is

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<sup>28</sup>Penny Ur, *Op.Cit.*, p. 121

implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.<sup>29</sup>

## **E. Fishbowl Technique**

### **1. Definition of Fishbowl Technique**

Fishbowl is away to organize a medium-to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. As states by Barkley, Fishbowl is the growing structure discussion method that is very useful for the speaking class.<sup>30</sup> Fishbowls have been use by group work specialists and in counseling. Silberman defines that Fishbowl is a discussion format that some students make discussion circle and other students make listener circle in around of discussion group.<sup>31</sup> Fishbowl Technique takes its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle.<sup>32</sup>

The inner circle is given a situation wherein participants discuss and come up with a solution, while the outer circle reserves their observation, feedback and suggestions for later. In another variant, the inner circle can be given a task to

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<sup>29</sup>Edward M. Anthony, *Approach, Method and Technique English Language Teaching*, (An Arbor: University of Michigan Press, 1963), pp. 63-67

<sup>30</sup>Elizabeth F Barkley, K Patricia Cross, & Claire Howell Major, *Collaborative Learning Technique* (1<sup>st</sup> Ed), (San Francisco: Jossey-Bass, 2005), p. 145.

<sup>31</sup>Mel. Silberman, & Karen Lawson, *101 Ways to Make Training Active* (2<sup>nd</sup> Ed), (San Francisco: John Wiley & Sons Inc, 2005), p. 139.

<sup>32</sup>Bruce D. Taylor, *Fostering Engaging an Active Discussions in Middle School Classrooms*, (Middle School Journal, 2007), p. 54

complete, while the outer circle observes. There are many formats that you can adapt while using the Fishbowl technique. Based on those explanations above, can be concluded that Fishbowl has two formats that are usually used, they are open and closed format circle. Both of them give opportunity of every student to speak and share their opinion in the Fishbowl that is prepared for them. Not all classroom arrangements allow for the creation of a distinct inner and outer circle, but seats or tables can be arranged in a similar pattern with a table or small group of chairs more or less in the middle of the room and other students facing this group.<sup>33</sup>

Based on the explanations above, the researcher concluded that Fishbowl technique is a way to organize discussion group that contains of inside and outside circle that is useful in speaking class. This technique has many variants but the underlying idea is to facilitate learning via discussion.

Fishbowl is a technique which involves groups of people seating in circles. It means that Fishbowl is used to organize medium to large group activities which consist of different abilities. The chairs are positioned into two circles, an inner circle and outer circle. Fishbowl offers the students' opportunities to closely observe, take notes, and give responses. Every student has his or her own turn to talk after the other students talk. While one student is talking, the others should observe to each word or idea produced by one student.

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<sup>33</sup>Laura G. Hensley, *Teaching group process and leadership: The two-way fishbowl model*, (Journal for Specialists in Group Work, 2002), p. 3

They have to listen carefully in order to understand what the student is talking about. They take notes to some certain points before giving response. They may also give correction to some mistakes or ask questions to some confusing statements. Then, they have to respond orally to what they have observed and listened. They may ask for the repetition to clarify the obscure ideas of the topic.

According to the definitions, it can be concluded that Fishbowl is a technique which facilitates the students to talk about a certain topic and allow them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in inner circle give their opinion to the story while the students in outer circle actively observe them.

## **2. Procedure of Fishbowl Technique**

In Fishbowl, an outer circle of students sits around a smaller, inner circle of students. Students in the inner circle engage in a depth discussion, while students in the outer circle consider what is being said and how it is being said. Inner circle students are challenged to participate in a high-level discussion while the outer circle is able to be listener of the discussion and critique content, logic, and group interaction.

This technique, therefore serves two purposes to provide structure for in-depth discussion and to provide opportunities for students to model or observe group

processes in a discussion setting.<sup>34</sup> The Fishbowl method allows you to explicitly teach a variety of social skills. It is one way to shine a light on the specific social skills that can either move a discussion forward or shut it down. The Fishbowl offers the class an opportunity to closely observe and learn about social interaction. You can use it in any content area.<sup>35</sup> The procedure of Fishbowl as follows:

1. Ask a small group of students (generally three to five) to form a circle in class, and ask the remaining students to form a larger circle around the first circle.
2. Give students the following guidelines: only inner circle students will speak; outer circle students will observe and will take notes on both content and group process; although the observer will not speak during the Fishbowl discussion, they will have the opportunity to address any issues that arise in the follow-up discussion.
3. Give students the prompt question for discussion.
4. Ask students to report out in a whole-class discussion, requesting that they address the content issues that arose and that they comment on group processes.

Decide whether you want to facilitate the inner circle discussion, sit the outer circle, or separate yourself so that you can observe both circles. In class, preparations time involves having students move into the circles and giving students instructions. You need moveable chairs and sufficient classroom

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<sup>34</sup>Elizabeth F. Barkley, K. Patricia Cross, & Claire Howell Major, *Op.Cit.*, p. 145

<sup>35</sup>Chris Opitz, *Fishbowl Method*, (Module: 3, 2008). p. 102

space to form the circles. If the physical constraints of the classroom do not allow movement of chairs into circles, consider having the inner circle of students simply sit in chairs and participate in the discussion at the front of the classroom.<sup>36</sup>

There are some steps that should be considered for conducting Fishbowl so that each student has an equal position to talk. Brozo presents some steps how to use Fishbowl in speaking classroom activities. Those are presented as follows.

- 1) Identifying a focus for classroom activities. The topic is related to the students' interest in order to maintain their motivation and attention.
- 2) Asking students to turn to a neighbor and talk about their thoughts related to the topic. Tell to the students to take notes on their activities.
- 3) Demonstrating the format and expectations of a Fishbowl activity. That is giving clear instruction about the rules of Fishbowl activity and the goal that will be achieved.
- 4) Getting the activities started by telling the participants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
- 5) Telling the other students to listen carefully to their classmates while they engage in a small group activity and take notes.
- 6) Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.

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<sup>36</sup>*Ibid*, p. 146

- 7) When the small group finishes or is stopped, ask the other students to have responses. This is an ideal time to model appropriate comments and questions.
- 8) Making some variations of Fishbowl technique to make it more interesting for the students.<sup>37</sup>

Teuscher also presents some variations to conduct Fishbowl. Those variations are as follows.

- 1) Develop one or more topics for the group activities.
- 2) Set up chairs in a Fishbowl design. Make an inner circle and a surrounding outer circle.
- 3) Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listen, take notes, and learn.
- 4) Allow members of the outer circle to tap on inner circle members in order to switch positions.<sup>38</sup>

Based on the above explanation above, it can be summarized as problem solving by assisting groups to gather insight about another group. Fishbowl can be used as a consensus building technique in a planning or problem-solving process. Another derivate is to have the Fishbowl run for a certain period. The moderator stops the discussion in the Fishbowl circle and invites

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<sup>37</sup>William G. Brozo, *Content Literacy for Today's Adolescents: Honoring Diversity and Building and Building Competence*, (Merrill: Prentice hall, [www.pd-network.com](http://www.pd-network.com), 2007), pp. 1-3

<sup>38</sup>Shanae Teuscher, *Fishbowl Method*, (Available on: <http://programs.weber.edu>, 2009, accessed on April 02, 2018), p. 2

those not in the inner circle to offer their thoughts and comments on what they are hearing in the inner circle.

### **3. Advantages and Disadvantages Using Fishbowl Technique**

#### **a. Advantages of Fishbowl Technique**

There are some advantages of using fishbowl to teach speaking proposed by experts. Taylor identifies some advantages of using fishbowl in teaching speaking. Those are presented bellows.

- 1) Effective teaching tools for modeling group processes.

Fishbowl can be effective teaching tools for modeling group processes. It means that fishbowl is a technique which can be used to conduct group activities where there are different abilities among the students. The smarter students may help to the lower ability students. Each student has an equal position to talk or ask questions.

- 2) Useful for engaging students or other groups in the discussions of cross-cultural or challenging topics.

It is useful for engaging students or other groups in discussions of cross-cultural or challenging topics. The activity of fishbowl can be modified based on the students' level. When they are mature enough to talk about general topic, they may have real discussion. The topic should be the newest topic that can cause many questions. The interesting topic can maintain students' attention so that they will fully concentrate to the learning process.



3) Give students greater autonomy in classroom discussion.

This technique gives students greater autonomy in classroom discussion. During the activities, the students are allowed to show their expression by giving their ideas, opinions, or thoughts orally. Besides, they may also help each other when one student do not understand or make a mistake.<sup>39</sup>

More than that, Teuscher proposes additional function of conducting fishbowl technique in spoken classroom activities. Those functions are summarized below.

4) Stimulate students mind.

It is not easy for the teacher to ask the students to understand what they are learning. The teacher needs to have a certain strategy in providing comprehensible explanation and clear examples to help their understanding process. When the students are sitting in a circle and they have equal opportunities to talk, it really helps them to develop their knowledge.

5) Provides class interaction.

In fishbowl, there is an interaction between the students. The other students have to give their attention to one student who is talking. They show their understanding by giving response or asking some questions. When there is misunderstanding, they may ask for the clarification or repetition.

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<sup>39</sup>Bruce D. Taylor, *Op.Cit.*, p. 55

6) Allows students to learn from peers

Among the students can give any correction when there is a mistake. One student also may help the other students who cannot answer a question.

7) Involves critical thinking

Fishbowl is used to ask the students to talk about a topic. It asks the students to think before producing their ideas. They need to understand the pictures, text, or the other materials that are distributed by the teacher.

8) Improves oral and listening skill

One of the major problems students have in a language classroom is the ability to speak. The reasons are both the different pronunciation and the multiplicity of words or sounds. Fishbowl is used to provide the students a chance to talk confidently. They may say anything during classroom activities. It also asks the students to develop their listening skill because they have to respond after talking.<sup>40</sup>

### **b. Disadvantages of Fishbowl Technique**

Fishbowl has many advantages but it also has some disadvantages according to Bruce. D, Taylor such as;

- 1) There can be a possible conflict among students,
- 2) False information may be presented,
- 3) It may be hard for some students to express themselves,
- 4) The focuses of the topic may be altered.<sup>41</sup>

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<sup>40</sup>Shanae Teuscher, *Op.cit.*, pp. 1-2

<sup>41</sup>*Ibid.*

According to the advantages and disadvantages above, it can be concluded that fishbowl is used to improve speaking skill. In this technique, the students experience to be speaker, listener, and observer. There is no gap among the students with different abilities because they have different works. When the students become a speaker, they may talk everything of what they are thinking about. Fishbowl also offers the class an opportunity to closely observe to what the other students are talking in order to give response. While they are observing, they also listen and give their attention and concentration to the other students. It is also there can be a conflict among the students. They're may be presented false information. It may be hard for some students to express themselves and the focuses of the topic may be altered.

## **F. Teaching Speaking Through Fishbowl Technique**

### **1. Definition of Teaching Speaking Through Fishbowl Technique**

English has been acknowledged by the most countries in the world as an international language and it has large influence to human life. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge and causing to know or to understand.<sup>42</sup> It means that teaching is transferring the knowledge to know and learning something new in their life. Meanwhile, speaking is one of the skills that have to be mastered by student in learning English because it is an essential tool for communicating to express oneself in life situation, or the ability to report acts

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<sup>42</sup>*Ibid.*

or situation, or the ability to converse, to express of ideas fluently, feelings, emotions to another person by giving an explanation or asking for question.<sup>43</sup>

Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate effectively. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rule that apply in each communication situation.

Fishbowl techniques also have potential to increase the students speaking ability effectively. As states by Barkley, Fishbowl is the growing structure discussion method that is very useful for the speaking class.<sup>44</sup> So, Fishbowl technique helps the students to express their ideas, thought, or even feelings to other people. Inviting the students into Fishbowl technique experiences prompted by words engagement helps them deepen their comprehension as well as appreciate and learn the speaker's craft of using language to involve the senses in the speaking process. Students learn to utilize background knowledge to create ideas, feelings, thought for communication as they speak, their experience lives and background of knowledge can be enriched significantly. The Fishbowl method allows you to explicitly teach a variety of social skills. It is one way to shine a light on the specific social skills that can either move a discussion forward or shut it down. It is offers the class an

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<sup>43</sup>*Ibid.*

<sup>44</sup>*Ibid.*

opportunity to closely observe and learn about social interaction. You can use it in any content area.<sup>45</sup>

Furthermore, there is way that you have to pay attention to make or apply Fishbowl technique. Firstly, ask a small group of students (generally three to five) to form a circle in class, and ask the remaining students to form a larger circle around the first circle. Secondly, Give students the following guidelines: Only inner circle students will speak; outer circle students will be “observes” and will take notes on both content and group process; although observes will not speak during the Fishbowl discussion, they will have the opportunity to address any issues that arise in the follow-up discussion. Thirdly, give the students the prompt question for discussion. And the last, ask students to report out in a whole-class discussion, requesting that they address the content issues that arose and that they comment on group processes.

Decide whether you want to facilitate the inner circle discussion, sit the outer circle, or separate yourself so that you can observe both circles. In class, preparations time involves having students move into the circles and giving students instructions. You need moveable chairs and sufficient classroom space to form the circles. If the physical constraints of the classroom do not allow movement of chairs into circles, consider having the inner circle of students simply sit in chairs and participate in the discussion at the front of the classroom.<sup>46</sup>

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<sup>45</sup>*Ibid.*

<sup>46</sup>*Ibid.*

According to the explanation above, it can be concluded that Fishbowl techniques have some function in teaching speaking; 1) the students as a speakers, 2) the students as a listener, 3) the students as an observer to comprehend and adapted a new information from speakers, 4) the students will learn how to express their ideas, feelings, thought, and emotions as they speak, 5) Fishbowl technique helps them to increase their speaking ability.

## **2. Procedure of Teaching Speaking Through Fishbowl Technique**

The procedure of teaching speaking through Fishbowl technique based on the taxonomy of procedures for teaching English as a foreign language speaking and variations in teaching speaking through Fishbowl technique based on Brown and the definition also procedures of Fishbowl technique based on Barkley, Brozo and Teuscher as follows:

- a. Pre-Speaking
  1. Arouse student's interest in planning task.
  2. The teacher asks a small group (generally three to five) the remaining students form a larger circle.
  3. The teacher develops one or more topic that related to the students interest.
  4. The teacher is asking the students to a neighbor and talk about their thoughts related to the topic and the students take notes on their activities.
  5. The teacher sets up chairs or table in a Fishbowl design.

6. The teacher is demonstrating and giving clear instruction about the rules and the goal that will be achieved in Fishbowl activity.

b. Whilst-Speaking

1. The teacher is getting the activities started by telling the students sitting in a cluster and talk about the ideas and opinion.
2. The teacher gives the students five to ten minutes to discuss, add to, or modify the ideas related to the topic.
3. The teacher is telling the other students to listen carefully while engage in a small group and take notes.
4. The teacher gives the students the prompt question for discussion or asks the students to have responses when the small group finishes or stopped.
5. The teacher allows the students to tap on inner circle members or raise a hand to switch the positions.
6. The teacher facilitates the group and allows the group a maximum of twenty minutes to complete planning task.

c. Post-Speaking

1. The teacher asks the students to report out in a whole-class discussion about the content issues that arose and that they comment on group processes.

### **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design.**

In this research the researcher used descriptive qualitative research. Sugiyono states that qualitative research has a natural setting as the direct sources of data and the writer is the key instrument, dynamic in looking at the object, based on the real object, holistic and there is not influence from others.<sup>1</sup> It means a descriptive research will describe and interprets what the problem is. In addition, Bodgan and Taylor in Setiyadi state that qualitative research is a research that produces descriptive data from of written word or oral from the subject in its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>2</sup> It means that in qualitative research, the researcher in doing research cannot make his own schedule.

By this qualitative research, the researcher focused on teaching and learning speaking through Fishbowl Technique at the First Semester of the tenth grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019. The research was conducted to describe the process of teaching and learning speaking through Fishbowl Technique in the classroom, the problems faced by the teacher in teaching speaking and the problems faced by the students in learning speaking through Fishbowl Technique.

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<sup>1</sup>Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, (Bandung; Alfabeta, 2013), p.

<sup>2</sup>Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta; Graha Ilmu Ed, 1. 2006), p. 219



## B. Research Subject

The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. According to Sugiyono, population is the whole subject and object of the research that has quality and particulate characteristic. In addition he states that sample is part of the characteristic of population that represents of its population.<sup>3</sup> According to Arikunto, purposive sampling technique is technique which is done because limited time and finding.<sup>4</sup> In another statement, to say one will engage in purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where and how one does one's research.<sup>5</sup> It means that in this research, the researcher chose the subject according to need and purpose of the research. The researcher chose the English teacher and the students of the tenth grade of SMAN 3 Bandar Lampung as the participant of this research. There are two classes which consist of 67 students. The table of class distribution of tenth grade students is displayed below:

**Table 2**

**The Number of Students at the First Semester of Tenth Grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019**

| No. | Class   | Gender |        | Total | Average Score |
|-----|---------|--------|--------|-------|---------------|
|     |         | Male   | Female |       |               |
| 1.  | X IPA 1 | 15     | 20     | 35    | 73,9          |
| 2.  | X IPA 2 | 14     | 18     | 32    | 75,5          |

<sup>3</sup>Sugiyono, *Op.Cit.*, p. 119

<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2014), p. 183

<sup>5</sup>T. Palys, *the Sage Encyclopedia of Qualitative Research Methods: Purposive Sampling in L.M. Given* (Ed Vol. 2), (Los Angeles: Sage, 2008), p. 697

From the table, it can be seen that the students at eighth grade had various score. The class that had low score was X IPA 1. So, the researcher chose class X IPA 1 as a sample of this research because class X IPA 1 had the lowest score. It was possible to found difficulties in speaking ability. Thus, it appropriates with purposive sampling technique that had been explained.

### **C. Data Collecting Technique.**

In this research, there were some steps that applied with intention of gaining the data from beginning until end of teaching and learning process. The steps are as follows:

#### **1. Observation**

Observation is a way of collecting data in the research which the researcher observes in the field. According to Marshall in Sugiyono, through observation the researcher is going to learn about behavior and the meaning attached to that behavior.<sup>6</sup> Observation was proper to be used in this research, which related to teaching and learning process, students' activity, and problem which may arise. In this research, the researcher was an observer. The researcher was not involved directly in the classroom activity. The researcher was made a note during the teaching and learning process. In this case the researcher was only notes, analyzes and makes inference about object under study.

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<sup>6</sup>Sugiyono, *Op.Cit.*, p. 196

## 2. Interview

Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>7</sup> Interviewing provided the researcher a mean to gain deeper understanding of how the students interpret a situation or phenomenon that can be gain through observation. The interview was used in collecting the data from the teacher. The researcher was asked the teacher about his opinion of the activity in teaching and learning process including the problem in teaching speaking. The intended of interview was to gain deeper understanding from the teacher of students' problem in speaking.

## 3. Questionnaire

Questionnaire is a list of questions use by the researcher to get the data from the source directly through a process of communication or to ask questions.<sup>8</sup> The researcher was gave questionnaire to the students in order to know the further opinions and to know the aspect of that may influent the students learning process and to confirm the answer given by their teacher. From collecting the data through questionnaire, the researcher found out the students respond toward the teaching and learning process. The researcher was distributed the questionnaire after the process of teaching speaking through Fishbowl Technique. The aim was to found out the problems face by the students in learning speaking by using Fishbowl Technique.

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<sup>7</sup>*Ibid*, p. 188

<sup>8</sup>*Ibid*, p. 192

#### D. Research Instruments

In this research, the researcher is the key instrument.<sup>9</sup> The instrument in naturalistic inquiry is the human. Thus, the researcher was the key instrument in this research. In this case, the researcher used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.<sup>10</sup> Then, triangulation of method consist of observation, interview and questionnaire. The description of those instruments was as follows:

##### 1. Observation Sheet

Observation is properly use in the research that related to teaching and learning process, students' activity and problems which may arise. In this research, the researcher's function as observer to get the data, the researcher was not involved directly in the classroom activity. The researcher was made a specific and detail note that related to guideline during teaching and learning process. By using this instrument the researcher used specification as follows:

**Table 3**  
**Observation Sheet**

| No. | Aspects                        | Phases       | Pointers   | Notes |
|-----|--------------------------------|--------------|--|-------|
| 1.  | Teaching and Learning Process. | Pre-Speaking | 1. Arouse student's interest in planning task.     |       |
|     |                                |              | 2. The teacher makes a group. Small and big group. |       |
|     |                                |              | 3. The teacher develops a topic.                   |       |

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<sup>9</sup>Sugiyono, *Op.Cit.*, p. 306

<sup>10</sup>Ag. Bambang Setiyadi, *Op.Cit.*, p. 246

|    |   |  |  |  |
|----|---|--|--|--|
|    |   |  | 4. The teacher asks the students about their thoughts and takes notes on their activities. |  |
|    |   |  | 5. The teacher sets up chairs or table into Fishbowl design. (circle)                      |  |
|    |   |  | 6. The teacher is demonstrating and giving clear instruction.                              |  |
|    |   | Whilst-Speaking  | 7. The teacher is starting the activities.   |  |
|    |   |  | 8. The teacher gives the students a time to discuss, add to, or modify the ideas.          |  |
|    |   |  | 9. The teacher is telling the students to listen carefully and take notes.                 |  |
|    |   |  | 10. The teacher gives the students questions for discussion or asks the students.          |  |
|    |   |  | 11. The teacher allows the students to switch the positions.                               |  |
|    |   |  | 12. The teacher gives the group a time to complete planning task.                          |  |
|    |   | Post-Speaking  | 13. The teacher asks the students to report the result of their discussion.                |  |
| 2. | Teachers' problem in teaching speaking. | 1. The duration of teaching and learning is limited.                       |  |  |
|    |   | 2. The material on text books is different from the lesson plan.           |  |  |
|    |   | 3. The teacher only has knowledge from the text books.                     |  |  |
|    |   | 4. The students do not say anything.                                       |  |  |
|    |   | 5. The students keep using their own language.                             |  |  |
|    |   | 6. It is difficult to handle large class size.                             |  |  |
|    |   | 7. The students are not disciplined in classroom.                          |  |  |
|    |   | 8. The materials do not fulfill the need of students.                      |  |  |
|    |   | 9. The students have low motivation to learn English.                      |  |  |
|    |   | 10. Any other possible problems occur in teaching speaking using Fishbowl. |  |  |
| 3. | Students' problem in                    | 1. The students are inhibited.   |  |  |
|    |   | 2. The students have nothing to say.                                       |  |  |

|  |                    |   |  |
|--|--------------------|---|--|
|  | learning speaking. | 3. The students perform low or uneven participation.                            |  |
|  |                    | 4. The students use mother-tongue.  |  |
|  |                    | 5. Any other problems possibly occurring in learning speaking through Fishbowl. |  |

## 2. Interview

The interview was used to collect the data about the teacher's problem in teaching and learning speaking process through Fishbowl Technique. As well as, the purpose of this interview was to make sure about the result of the observation and to get more data related to this research. The topic of interview can be described as follows:

**Table 4**  
**Specification of Teacher's Interview**

| Aspects   | Indicators   | No. Items                              | Total Items |
|---|--|--|-------------|
| Teacher's problem   | Teacher's problem in teaching speaking.                                | 1,2,3,4,5,6,7,8,9,10                   | 10          |
| Implementation of Fishbowl Technique in teaching speaking   | Teacher's problem in teaching speaking through Fishbowl Technique.     | 11,12,13,14,15,16,17,18,19,20,21,22,23 | 13          |
| Suggestion for teaching speaking through Fishbowl Technique | Teacher's suggestion for teaching speaking through Fishbowl Technique. | 24                                     | 1           |

## 3. Questionnaire

The researcher gave the questionnaire to the students in order to know the further opinions and the aspect that may influence the students learning process and to confirm the answers given by their teacher. The researcher was used the questionnaire to get the detail information of the student's problem in

learning speaking process. The guideline of the questionnaire can be described as follows:

**Table 5**  
**Specification of Students' Questionnaire**

| Aspect             | Indicator                                | No. Items | Total Items |
|--------------------|--|-----------|-------------|
| Students' problems | Students' problems in learning speaking. | 1,2,3,4,5 | 5           |

### **E. Research Procedure**

The procedure of research use as follows:

1. Identifying the research problems.
2. Reviewing the literature.
3. Specifying the purpose of research.
4. Collecting the data.
5. Analyzing and interpreting the data.
6. Reporting and evaluating the research.

Those steps were the procedures of this research. Firstly, the researcher identifies the research problem. Here, the researcher was observed the process of teaching speaking through Fishbowl Technique, recognized the teacher's problem in teaching speaking through Fishbowl Technique and the student's problem in learning speaking through Fishbowl Technique. Secondly, the researcher was reviewed the literature. It means that the researcher has some basic theories that related to the research. The grand theories that the researcher used in this research were theory of speaking and Fishbowl Technique.

Thirdly, the procedure of this research was specifying the purpose of research. The purpose of the research was the answers of research problem that the researcher made. Fourthly, the procedure was collecting the data. The researcher was collected the data by observing, interviewing, and giving questionnaire. The next procedure was analyzing and interpreting the data of this research. And the last procedure was reporting and evaluating the research. After conducting the research, the researcher was developed a written report.

#### **F. Trustworthiness of the Data**

In the qualitative research, the researcher has two reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation was employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often consider not enough.<sup>11</sup> The method that was commonly used to improve the reliability and validity in qualitative research was triangulation as merger of two or more methods in collecting the data. Usefulness of triangulation was to enrich the data and or make more accurate conclusion. According to Setiyadi, there are several kinds of triangulation as follows:

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<sup>11</sup>Ag, Bambang Setiyadi, *Op.Cit.*, pp. 30-31



1. Time triangulation

- a. Cross-sectional triangulation is the data collecting implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different time.

2. Place triangulation

Place triangulation for more accurate data collection in order to be able to use different places for similar data.

3. Theory triangulation

Researcher collects the data based on different theories.

4. Method triangulation

Researcher uses different methods for collecting similar data.

5. Research triangulation

Collect the data for the same or similar can be done by several researchers.<sup>12</sup>

Based on the explanation above, in this research, the researcher was used triangulation method. In triangulation methods the researcher was used three data collecting techniques, they were: observation, questionnaire and interview. The observation was focused on process of teaching and learning in speaking through Fishbowl Technique. Questionnaire and interview were conducted to get the data used to make sure about the result of observation. By applying those triangulation techniques, the researcher was expected the result

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<sup>12</sup>*Ibid*, pp. 31-32

of the research to be consistent data, because the data were collected from the data source.

### **G. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles, Huberman and Saldana, there are three major phases of data analysis: data condensation, data display, and conclusion drawing or verification.<sup>13</sup> Those were clear explanation about data analysis process of this research:

#### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.<sup>14</sup> Referring to the explanation, the researcher was selected the data derived from observation on teaching and learning process, interviewed to the English teacher and gave the questionnaire to the students.

#### **2. Data Display**

Data display is a second component or level in Miles, Huberman and Saldana model of qualitative data analysis. Generically, a *display* is an organized, compressed assembly of information that allows conclusion drawing and

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<sup>13</sup>Matthew B. Miles, A. Michael Huberman & Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, (Thousand Oaks: Sage Publications, 2014), p. 12

<sup>14</sup>*Ibid*, p. 10

action. Looking at displays helps us understand what is happening and to do something—either analyze further or take action based on that understanding. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data condensation.<sup>15</sup>

### 3. Drawing and Verifying Conclusion

The third stream of analysis activity was conclusion drawing and verification. Conclusion drawing, in our view, is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.<sup>16</sup> In this step, the researcher was drew the conclusion and verify the answer of research question that was done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher was got the conclusion about teaching and learning speaking through Fishbowl Technique at the first semester at the tenth grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019.

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<sup>15</sup>*Ibid*, p. 11

<sup>16</sup>*Ibid*, p. 11

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Procedure**

The researcher conducted the research to know the process of using Fishbowl Technique in teaching and learning speaking and problem faced by the teacher and students at SMAN 3 Bandar Lampung. The researcher did the research by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning speaking through Fishbowl Technique and the problems faced by the teacher and students. Interview was used to know the problems faced by the teacher in teaching speaking through Fishbowl Technique. Questionnaire was used to know the problems faced by the students in learning speaking through Fishbowl Technique.

In observation, the researcher observed the teacher and the students in process of teaching and learning speaking through Fishbowl Technique and also condition or the class atmosphere during teaching and learning process. Then, the researcher interviewed the teacher to find out his responses, problems and causes of problems faced by the teacher in teaching speaking through Fishbowl Technique. After that, the next instrument was questionnaire. The researcher gave questionnaire to students after teaching and learning speaking through Fishbowl Technique. The questionnaire was aimed to find out the students' problems in learning speaking through Fishbowl Technique.

The research was conducted to the tenth grade students at the first semester of SMAN 3 Bandar Lampung in the academic year of 2018/2019. The researcher conducted the preliminary research on February 27<sup>th</sup> 2018 and research from August 13<sup>th</sup> to September 07<sup>th</sup> 2018. In this research, the researcher included the date or planned schedules of work as follows:

1. On February 27<sup>th</sup>, the researcher conducted the preliminary research in SMAN 3 Bandar Lampung.
2. On July 27<sup>th</sup>, the researcher met the headmaster and got permission to do research at SMAN 3 Bandar Lampung.
3. On August 13<sup>th</sup>, the researcher met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On September 7<sup>th</sup>, the researcher conducted the observation in the class.
5. On September 7<sup>th</sup>, after that the researcher conducted questionnaire in the class and also interviewed the English teacher.

## **B. The Report of Observation**

The researcher employed an observation. The observation was conducted to know the process of teaching and learning speaking through Fishbowl Technique in one meeting. In the meeting was about the speaking activities. The teacher conducted pre-speaking, whilst-speaking and post-speaking. The researcher observed the process of teaching and learning speaking through Fishbowl Technique, the students' and teacher's problems during teaching and learning speaking through Fishbowl Technique. In the observation process,

the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

The researcher conducted the research on Friday, September 7<sup>th</sup>, 2018 in the afternoon. Before teaching and learning was begun, the teacher prepared the material in advanced. The process of teaching learning speaking through Fishbowl Technique in the meeting was as follows:

1. Pre-Speaking.

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm. After that, the teacher checked the students' attendance. Then, he reviewed last lesson, almost all the students had forgotten the material that had been discussed before and looked for the material in their books. After that, the teacher asked to the students about what their interested in this world and also asked the reason. The purpose this section was to build students' knowledge.

2. Whilst-Speaking.

The teacher told the students that they would study about Descriptive text use Fishbowl Technique to help them comprehend the text more deeply. The teacher asked the students to open their book (Pathway). After that, the teacher explained generic structure of Descriptive text. Then, he read the text in the book (Pathway). After that, he asked the students to guess what was text about. The teacher asked the students to listen carefully and explained about Fishbowl Technique in teaching and learning speaking

and also he mentioned the purposes and goals of using Fishbowl Technique in speaking. Then, the teacher constructed Fishbowl Technique. The teacher divided students into 3 groups with inner and outer circle. Each group consisted 3-4 students as inner circle and the rest of students were outer circle. And then, the teacher gave the students time to read the text and share their ideas about the topic with their groups. After that, the teacher started discussion from the inner circle to talk. While the inner circle talked, the outer circle only listened and wrote down what the inner circle discussed. And after the inner circle was done, the teacher gave the students outer circle a chance to take or put outside their opinion about the topic. But, some of the students still looked afraid and had difficulty to give their ideas or opinion related to the topic. The teacher collected the students' exercise book. The teacher asked some students to answer the question. Then, they answered the question and concluded the topic together.

### 3. Post-Speaking.

In the post activity, the students reported the result of discussion and the teacher concluded the material. Then, he closed the meeting.

Based on the data that taken in observation, the process of teaching and learning speaking Through Fishbowl Technique was quite good. The teacher taught the students based on the theory. Nevertheless, there were some steps that skipped in teaching and learning process, here were some steps that skipped in teaching and learning process:

**Table 6**  
**Observation Report**

| Aspects                                | Phases   | Pointers  | Yes | No | Notes   |
|--|--|---|-----|----|---|
| Teaching and Learning Process.         | Pre-Speaking                                       | The teacher asks the students their thoughts and takes notes on their activity.                 |     | ✓  | Teacher did not ask the students thoughts and takes notes on their activity about their opinion related to the topic because he just introduced the technique and did not give opportunity to the students to say their opinion and ideas related to the topic. |
|  | Whilst-Speaking                                    | The teacher gives the students questions for discussion or asks the students to have responses. |     | ✓  | Teacher did not give the students questions for discussion or ask the students to have responses because he skips this step and only focuses on inner circle students.  |
|  |  | The teacher allows the students to switch the position.   |     | ✓  | Teacher did not allow the students to switch their position because it needs more time or lack of time to change their position and the time almost ended.  |
| Teacher problems in teaching speaking. | The duration of teaching and learning are limited. |   | ✓   |    | The time in teaching and learning is limited in speaking class. The teacher only has 90 minutes to teaching and learning with the students in speaking class.   |
|  | The students do not say anything.                  |   | ✓   |    | There are some students less talk or even not say anything because they are afraid to talk or don't know what they are going to say.  |
|  | The students keep using their mother tongue.       |   | ✓   |    | When the teacher is teaching in speaking class, there is a lot of students keep using their mother tongue and not using English because it's easy for them to understand each   |



|   |  |   |  |  |
|---|--|---|--|--|
|   |  |   |  | other.   |
|   | It is difficult to handle large class size.  | ✓ |  | The teacher is difficult to handle large class size because the students are too many and it's really hard to control it.  |
|   | The materials do not fulfill the students' need.                                       | ✓ |  | The material did not fulfill the students' need because there are some problems with the students' ability.  |
| Students Problems in learning speaking. | The students are inhibited.  | ✓ |  | The students are having some problems in grammar, pronunciation, and fluency.  |
|   | The students have nothing to say.  | ✓ |  | Sometimes the students are getting nervous or afraid that make them less talk or even nothing to say.  |
|   | The students are use mother-tongue.  | ✓ |  | The students are still using their mother tongue in speaking class that makes them easy to understand each other.  |
|   | Any other problems possibly occurring in learning speaking through Fishbowl occurring. | ✓ |  | The students have other problems in learning speaking. The students are feel not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words. |

Based on the notes which were taken by the researcher, the problems faced by the teacher in teaching speaking through Fishbowl Technique were as follows:

1. The teacher almost had done the procedure of teaching speaking through Fishbowl Technique. Although, there were some steps that skipped in teaching procedure.

2. The teacher had difficulties in managing the time and the class because the students were not focus to follow the directions and the teacher had to control students one by one to explain about the topic.
3. The teacher did not have time to give feedback about the material to students.
4. The teacher seemed rush to discuss the material because the times almost end.
5. The time duration of teaching and learning for the teacher instead the students were limit.
6. There were some students less talk or even not talk in speaking class.
7. The students were using their mother tongue in speaking class.
8. The teacher was difficult to handle large class size.
9. The material taught by the teacher did not fulfill the students' need.

The problems faced by the students in learning speaking through Fishbowl Technique were as follows:

1. The students were having some problems in grammar, pronunciations and fluency.
2. There were some of students nervous or afraid that make them less talk or even not talk at all in speaking class.
3. The students were still using their mother tongue in speaking class that makes them easy to understand each other.

4. The students were have other problems in learning speaking such as not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words.

### **C. The Report of Interview**

The researcher also employed interview to support the data of the observation. The interview was composed based on the stages of teaching speaking, teacher's problems in teaching speaking. The interview was intended to find out the teacher's opinion about the activity in teaching and learning speaking process and the problems in teaching speaking through Fishbowl Technique. There were 24 questions that the researcher asked to the teacher about the problems and his opinions in teaching speaking through Fishbowl Technique. The first was about the problems in teaching speaking, there were 10 questions. And the second was about teacher's opinion in teaching and learning speaking through Fishbowl Technique, there were 14 questions. It can be seen in the dialogue below:

**1. Question** : Is the time duration of teaching and learning speaking is limited?

**Answer** : Yes. Because we had the curriculum and curriculum has to limit the time especially for reading, speaking and also the other subject in the classroom. So, the curriculum is one of ours that we have the time for teaching one topic in the classroom, the time is limited. And it is impossible for us to develop their speaking ability in the classroom because we have limited time in teaching some subject in the classroom.

From statement above, it could be concluded that according to the teacher there were some problems with the time of teaching and learning process. It seemed the teacher had a limit time in the classroom because he followed the rules of curriculum in teaching speaking in the class. Therefore, it is impossible for the teachers to develop the students speaking ability in the classroom with limited time in teaching some subject in the classroom. Thus, it was the teachers' problems in teaching speaking.

**2. Question** : Is the material on the text book different from the lesson plan?

**Answer** : Sometimes, because when in the classroom, we have to see the situation of the condition of students. Sometime we have to setting the material that we should try to give to the students in the classroom because of the situation develops in the classroom; we can change or develop much more material.

From statement above, it could be concluded that the teacher did not have problems with the material. The teacher was sometimes or rarely setting the material with the situation in classroom also the condition of the students. So, it was make the teacher change or develop much more material not very often.

**3. Question** : Is the teacher only has knowledge from the text books for the students?

**Answer** : Not always. But there are some source of teaching from other source and sometimes we ask the students to provide the material by themselves unless if we have some variations of material in the classroom.

The statement above showed that the teacher had no difficulty with the source of the material. It seemed the teacher not always come from the availability of text books. So, there was some other resource not only from the books to provide the material by asking the students or by the teacher himself.

**4. Question** : Do the students not talk or say anything in the classroom in speaking class?

**Answer** : Actually, we have three kinds of students in the classroom. Empirics one, lower one and also the superior. The superior and empirics students are of course good especially in teaching speaking. But the lower students or the weak students can to be silent.

The statement above showed that the teacher had problems with students. The teacher had problems with the lower students who did not talk or say anything. Many of his students were weak in speaking and only few students were good in speaking. It would be harder for the teacher instead the students. Therefore, the students had less of knowledge in speaking and also lack of grammar.

**5. Question** : Do the students just end up chatting with their mother tongue when they work in pairs or groups in speaking class?

**Answer** : Yes, it's rarely. Actually, I've to reminds them about how they want to speaks English be having some practices and then we about making our own language. So, it means that we have to motivate them to practice more.

From the statement above, it could be concluded that the teacher found that the students just end up chat with their mother tongue in speaking class. It

made the teacher need more extra energy to remind them in the classroom by motivated them to practice more. They tended to enjoy fun activities without being serious, but not end up chatting with their mother tongue.

**6. Question** : Is it difficult to handle large class size in speaking class?

**Answer** : Of course. It ways you can set the sitting position and it's very hard to arrange them.

From the statement above, it showed that the teacher had difficult in handle or control the large class size. It happened because the amounts of the students were more than standard. It made the teacher was needed to try harder to arrange or control the class.

**7. Question** : Do your students not discipline in the classroom?

**Answer** : There is an attendance about the students to learn the situation, but for me because I've been teaching for long time about 30 years more than that. They are already respecting us when we are teaching in the classroom. It means that they attend to be discipline.

The statement above showed that the teacher had no difficulty with the students' discipline in the classroom. It can be seen that the students were learn the situation instead experience of the teacher in teaching that make them respected the teacher in the classroom. Therefore, the students attended to be discipline in the classroom.

**8. Question** : Do the materials that you taught to the students not fulfill the students need?

**Answer** : We have the curriculum. So, we have to follow the curriculum and the problems sometimes based on the students' ability, sometimes the students are able to understand English easily. But, in other hand that some of the students have difficulty in getting the knowledge from us as a teacher in the classroom.

From the statement above, it showed that the teacher found some problems. The teacher had problems with the students' ability because sometime the students were able to understand English easily, but in other hand that the students had difficulty in getting the knowledge from the teacher in the classroom. It can be concluded that the materials did not fulfill the students need because there was a problems with the students' ability.

**9. Question** : Do the students have low motivation in learning English?

**Answer** : I don't think so, they have good motivation. When they come to the classroom, they are interested enough for learning English in the classroom activities.

The statement above showed that the teacher did not have problems. It can be seen that the students were not have problems with their motivation in learning English. The students were interested enough for learning English in the classroom.

**10. Question** : Any other possible problems occur in teaching speaking?

**Answer** : No, it's not. Usually, when we are talk about to just know that the weak students have a tendency to be silent and I have my own way

how to motivate them and not only in the classroom, but also outside of the classroom. We have the personal approach to manage and copying of the individual future. They have good motivation and they are going to study English more and more.

From the statement above, it showed that the teacher did not found another problem in teaching speaking. It can be seen that the teacher have his own way how to motivate the students in and outside of the classroom. The teacher has personal approach to manage and copying of the individual future. Therefore, that the student have good motivation to study English more and more.

**11. Question** : Have you arouse students' interest in planning task?

**Answer** : Why not. Game is one of the way how to arouse the students' motivation and we have role play also the other things activities in the classroom that I sometime practice it.

From statement above, it could be concluded that according to the teacher there were no problems to arouse students' interest in learning speaking. It seemed that the teacher know how to arouse the students' interest by apply some games in the class that sometime he practiced.

**12. Question** : Have you make a small group of students and remain students form a larger circle?

**Answer** : Yes, sometimes. I think that's the key.

It means that the teacher did make a small group of students and remain students form a larger circle in Fishbowl design. Therefore, the teacher knew



how to apply the technique by looked the situation in the classroom, it is possible or not to make a Fishbowl design.

**13. Question** : Do you develop one or more topics that related to the students interest?

**Answer** : Yes, based on the prompt situation we don't have to restrict in one topic for discussion if the students have the idea in dialog in the additional topic to be developed, as teacher we have to develop this topic among the students.

From statement above, it could be concluded that the teacher did have to develop the topics related to the students' interest. He gave the topics based on the students' interest.

**14. Question** : Do you ask the students about their thoughts related to the topic?

**Answer** : Why not. Because the students have their own interest and motivation so it is possible in the classroom they have interest and they can develop by themselves and also as teacher we have to accommodate their interest for topic in discussion.

The statement above showed that the teacher had ask the students though related to the topic. It seemed that the teacher know the students were have interest and can develop the topic by themselves. Therefore, when in the classroom the teacher did not ask the students about their thought related to the topic. It could be seen on observation checklist the teacher skipped the step

and only focus to introduce the technique and did not give the opportunity to the students. Thus, it was the teacher's problems in teaching speaking through Fishbowl Technique.

**15. Question** : Do you set up chairs or tables in a Fishbowl design?

**Answer** : Yes, that's one of the pre-condition to create Fishbowl design technique or game.

From the statement above, it showed that the teacher did set up chairs and tables into a Fishbowl design. It seemed that teacher knew how to make the Fishbowl design and the teacher did not have problems at all when he makes Fishbowl design.

**16. Question** : Do you demonstrate and give a clear instruction to the students about the rules and goal in Fishbowl activity?

**Answer** : Clear instructions very needed. You can imagine that if they don't understand the instructions what they should do in the classroom, in the game they do not think. So, a clear instruction is a must for us as a teacher in order to introduce the game or technique to the students.

From the statement above, it showed that the teacher did not have difficulty about it. He gave clear instructions and demonstrates to the students about the rules and goal in Fishbowl activity.

**17. Question** : To start the activities, do you tell the students to sit in a cluster and talk about the ideas and opinion?

**Answer** : Yes, why not. It's one of pre-condition that we should do to start the activities before applying the game or technique.

The statement above showed that the teacher did not have difficulty about that. It seemed the teacher tell the students to sit in cluster with their group and talk about the ideas and opinion related to the topic.

**18. Question** : Do you give the students a time to discuss, add, or modify the ideas related to the topic?

**Answer** : Why not. It is one of the conditions we give the time for them to arrange the idea while discussing and also modifying the ideas or the topic. We should do this in the classroom, I think.

The statement above showed that the teacher gave the students a time to discuss, add or modify the ideas related to the topic. It seemed that the teacher knew the condition of the students in the classroom. It was very important to do this in the classroom.

**19. Question** : Do you tell the students to listen carefully in engage small group (inner circle)?

**Answer** : Yes, because they have to really understand what they should do in the discussion.

From the statement above, it could be concluded that the teacher did not have difficulty. He was told the students to listen carefully in engage small group because they had to really understand what they should do in the discussion.

**20. Question** : Do you give the students a question for discussion or ask the students to have responses?

**Answer** : Question is the first thing we can do to the students in behaving the question because based on of our question they have to discuss based of the teacher need in the classroom.

The statement above showed that the teacher know question was very important to get the students responses. Therefore, when in the classroom the teacher did not give the students question to have responses. He was skipped this step and only focus on inner circle students. It can be seen on observation checklist. Thus, it was the teacher' problems in teaching speaking through Fishbowl Technique.

**21. Question** : Do you allow the students to tap or raise a hand to switch position?

**Answer** : Yes, it may do that they may do that in the classroom.

From the statement above, it could be concluded that the teacher did not the step. The teacher skipped this step in the classroom, because it needs more time or lack of time to change their position and the time almost ended. It made the students did not have a chance to share their ideas and opinions related to the topic. It can be seen on observation checklist. Thus, it was the teacher' problems in teaching speaking through Fishbowl Technique.

**22. Question** : Do you facilitate and allow the group to complete the planning task?

**Answer** : Yes, games or technique sometimes need much more time especially like this game. So, we hope that the game will be completed

followed by the students in the classroom so we need time and we ask them to completed the planning tasks.

From statement above, it could be concluded that according to the teacher there were no difficulty or problems faced by the teacher. He facilitated and allowed the group to complete the planning task in the classroom.

**23. Question** : Do you ask the students to report out in a whole-class discussion about content issues that arise and group comment process?

**Answer** : Sure, why not. Because how can we know the result of the discussion without having some report. And it means that the report is the result of the discussion of game in this case. And sometimes, I also give additional comments based on their discussion.

The statement above showed that the teacher had no difficulty in asking the students to report out in a whole class discussion about content issues that arise in group comment process. Therefore, the teacher knew that report very to know the result of discussion.

**24. Question** : Do you have any suggestion for making some variations of Fishbowl Technique to make more interesting for students?

**Answer** : Actually, I have a lack of knowledge about Fishbowl Technique. But in my reference I have so many techniques and games provided in my book. So besides Fishbowl Technique, I also develop some game and also Role Play in the classroom to make some variations in teaching learning process.

The statement above showed that the teacher did not have any suggestion for making some variations of Fishbowl Technique. The teacher was lack of knowledge about Fishbowl Technique. He was said that he doesn't have many references about Fishbowl Technique, but in other hand he had many other techniques and games provided in his book. So, besides Fishbowl Technique, he was sometime developing another technique such as Role Play and the others in the classroom to make some variations in teaching learning process.

From the result of interview to the teacher, the researcher concluded that teacher applied Fishbowl Technique in teaching speaking was running well although there were some weaknesses in many sides. And the teacher had difficulties in applying the steps of teaching speaking through Fishbowl Technique. Many of the problems that faced by teacher and the students. It can be explained as follows:

**Table 7**  
**Teacher's Interview Result**

| <b>No.</b> | <b>Problems</b>  |
|------------|--|
| 1.         | The teacher had problem in teaching and learning speaking duration in the classroom.   |
| 2.         | The teacher had problem with the lower students who did not talk or say anything.  |
| 3.         | The teacher had problem with the students who just end up with their mother tongue.  |
| 4.         | The teacher had problem in handle or control large class size.   |
| 5.         | The teacher had problem with the students' ability that the material did not fulfill the students' need.   |
| 6.         | The teacher had problem in asking the students though about their ideas and opinion related to the topic.  |
| 7.         | The teacher had problem to give a questions to have the students' responses.   |
| 8.         | The teacher had problem in allowing the students to tap or raise a hand to switch the position in Fishbowl design because it need more time and he skipped the step. |

#### **D. The Report of Questionnaire**

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of five questions. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varies. The questionnaire was composed based on the students' problems in learning speaking nd also the students' practice in learning speaking through Fishbowl Technique. it was intended to find out the problems faced by the students in learning speaking through Fishbowl Technique. Based on the questionnaire filled by students, the researcher could describe that students' response was various and could be seen in table below:

| No.   | Question   | Answer | Number of Students | Percentage |
|-------|--|--------|--------------------|------------|
| 1.    | Is there something inhibit you when you try to speak using English especially in speaking class? | Yes    | 25                 | 92,6%      |
|       |  | No     | 2                  | 7,4%       |
| Total |  |        | 27                 | 100%       |

The data showed that 7,4 % students did not have something inhibited them to speak English in speaking class. Besides, the students searched the meaning of the words in the dictionary or asked the teacher and their friend to find the meaning of the words and also they have good in grammar and knowledge in speaking. However, it showed that, 92,6% students were inhibited by something to speak English in speaking class.

| No.   | Question  | Answer | Number of Students | Percentage |
|-------|---|--------|--------------------|------------|
| 2.    | Do you feel that difficult to express yourself or even not talk using English especially in speaking class? | Yes    | 19                 | 70,3%      |
|       |   | No     | 8                  | 29,7%      |
| Total |   |        | 27                 | 100%       |

From the data number 2 showed that 70,3% students felt difficult to express themselves or even not talk used English in speaking class. It showed that, the students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences from what they already said. Their reason indicated that they still asked the teacher and their friends to know the meaning of the words in the sentences. Besides, most of students felt difficult to speak English in speaking class. Thus, it was the students' problems in learning speaking.

| No.   | Question  | Answer | Number of Students | Percentage |
|-------|---|--------|--------------------|------------|
| 3.    | Are you lacking or even not participating in class when you are learning English, especially in speaking class? | Yes    | 11                 | 40,7%      |
|       |   | No     | 16                 | 59,3%      |
| Total |   |        | 27                 | 100%       |

The data above showed that 59, 3% students were participated in class when learning English in speaking class. Besides, most of them had no lacked or participated in class when learning English in speaking class. From the essay that they wrote, most of them said that they were had no lack and participate in speaking class. However, 40,7% of students said they were lack and not



participated in learning English in speaking class because they were confuse or not understand what being discussed also they were afraid to make a mistake. Thus, it could be concluded that it was one of students' problems in learning speaking.

| No.   | Question  | Answer | Number of Students | Percentage |
|-------|---|--------|--------------------|------------|
| 4.    | Do you use Indonesian in class when learning English, especially in speaking class? | Yes    | 27                 | 100%       |
|       |   | No     | 0                  | 0%         |
| Total |   |        | 27                 | 100%       |

The data showed that 100% students used Indonesian when learning English in speaking class. It was indicated that the students less of vocabulary and not used English or even not used when learning English in speaking class. From the essay most of students said that easy to understand the conversation or discuss something to each other. However, 0% students were used English when learning English in speaking class. Thus, it was the one of students' problem.

| No.   | Question  | Answer | Number of Students | Percentage |
|-------|---|--------|--------------------|------------|
| 5.    | Are there other problems that you often face in learning English, especially in speaking class? | Yes    | 21                 | 77,7%      |
|       |   | No     | 6                  | 22,3%      |
| Total |   |        | 27                 | 100%       |

Based on the data, there were 77,7% students had another problem that often faced by them when learning English in speaking class. Besides, 22, 3% students did not have other problems that often occur when learning English in

speaking class. From the essay most of students said that they were not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words. It meant that most of the students had difficulty or other problems that they were often faced when learning English in speaking class.

For the record, not all of the students fulfilled the questionnaire. There were eight students absents in the class so only 27 students who fulfilled the questionnaire. It could be seen from the result of questionnaire that the students had difficulties in learning speaking through Fishbowl Technique at SMAN 3 Bandar Lampung they were as follows:

- a. Some of the students had difficulty to get the meaning of the words and sentences when they try to speaks. They had some problems in grammar and knowledge of speaking also they had problems in pronunciation of the words. From question number 1 and 2, it showed that students did not know the meaning of the words and the sentences. Therefore, they felt difficult to express themselves when they try to speaks. But, most of them had no lack to participate in class when learning English in speaking class, it showed from question number 3.
- b. Most of all the students used Indonesian in speaking class when they speak. It was indicated that the students less of vocabulary and not used English or even not used when learning English in speaking class. It was happened, because that was easy for them to understand the conversation or discuss something to each other. Therefore, they had

another problem that often faced by them when learning English in speaking class. Most of students said that they were not confident and also they were had difficulty how to pronoun, spelled or say the words. It seemed from the question number 4 and 5.

### **E. Research of Finding**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through Fishbowl Technique as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning speaking through Fishbowl Technique as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of tenth grade IPA 1 of SMAN 3 Bandar Lampung in the first semester in the academic year of 2018/2019.

#### **1. Process of Teaching and Learning Speaking Through Fishbowl Technique**

Teaching speaking through Fishbowl Technique was assumed could help the students in learning speaking. But, in this research the teaching learning process through Fishbowl Technique was still less effective and not maximum. It happened because there were many problems that faced by the teacher and the students during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other,

so the process of teaching and learning became less effective and not maximum. In addition, in this research the researcher expected to see the teaching and learning process and the problems in teaching and learning speaking through Fishbowl Technique.

The researcher observed of teaching and learning process that was done by the teacher in one meeting. The classroom atmosphere in teaching and learning speaking through Fishbowl Technique were the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. Some students also looked difficult to follow the teacher's direction. This research was conducted three times including observing the teaching and learning process through Fishbowl Technique, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that teaching and learning speaking through Fishbowl Technique was still less effective and not maximum. There were many problems that could not manage well by teacher despite the teacher had followed the procedure, there were still many weakness in several sides. The problems were; the teacher did not manage the time well. Some steps in Fishbowl Technique sequences were done in haste by the teacher. Then, the teacher did not have time to give feedback or reflection to the students. He only discussed the material without discussed about the students' difficulties in learning speaking through Fishbowl Technique.

There were some steps that was skip in teaching and learning process, in pre-speaking activity and also whilst-speaking activity. The teacher did not ask the students thoughts and takes notes on their activity about their opinion related to the topic. In addition, the students were not got the feedback from the teacher and looked bored in teaching and learning process. That was indicated that the students were not had interest in learning speaking through Fishbowl Technique. By it reason, the teacher should be able to gave the feedback to the students interest in learning speaking through Fishbowl Technique.

Based on the explanation above, the process of teaching and learning speaking through Fishbowl Technique was quite good. It can be seen, from the procedure of teaching that suitable with the procedure and also the guideline. Although there were some steps skipped by the teacher. And also there were many obstacles faced by teacher and the students that made the teaching and learning process through Fishbowl Technique was not maximum. But, it did not give the big influence for teaching and learning process, the process could be done properly.

## **2. Problems Faced by Teacher in Teaching Speaking Through Fishbowl Technique**

Besides, the problems of teaching speaking are as follows:

- a. The teacher has problem to the student who did not talk or say anything.
- b. The teacher has problem to the students who just end up chat with their mother tongue.
- c. The teacher has problem to handle large class size.

- d. The teacher has problem with the material which not fulfill the students' need.
- e. The teacher has problem in asking the students thought about the ideas and opinion.
- f. The teacher has problem to give the students questions.
- g. The teacher has problem in allowing the students to switch position.
- h. The teacher did not give assessment with the proper standard.

Having conducted the research, the researcher found the problems during the applying of Fishbowl Technique in teaching speaking at tenth grade of SMAN 3 Bandar Lampung. They are as follows:

- a. Teacher had problem with the lower student who did not talk or say anything in teaching speaking.
- b. Teacher had problem to the students who just end up chatting with their mother tongue when work in pairs or group in teaching speaking.
- c. The teacher had problem to handle and control the large class size because the students were too many in teaching speaking.
- d. The teacher had problem with the material which not fulfill the students' need because the problems were based on the students' ability in teaching speaking.
- e. The teacher had problem in asking the students thought about the ideas and opinion related to the topic in teaching speaking.
- f. The teacher had problem to give the students questions to have the students' responses in teaching speaking.

- g. The teacher had problem in allowing the students to switch position by tap or raise a hand in teaching speaking.
- h. The teacher had problem to manage the time in teaching speaking.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the teacher, eventhough there was a problem that did not happen in teaching speaking through Fishbowl Technique. In addition, there were more problem that happen in teaching speaking through Fishbowl Technique.

### **3. Problem Faced by Students in Learning Speaking Through Fishbowl Technique**

Besides, the problems of learning speaking are as follows:

- a. The students have problems in grammar, vocabulary and fluency.
- b. The students have problem that they nervous and afraid which make them less talk or nothing to say.
- c. The students have problem by using their mother tongue.
- d. The students have another problem in speaking class.

Having conducted the research, the researcher found the problems during the applying of Fishbowl Technique in learning speaking at tenth grade of SMAN 3 Bandar Lampung. They are as follows:

- a. The students had no good in grammar, vocabulary and fluency.
- b. The students had problem to talk or even not say anything in the classroom.

- c. The students had problem by using their mother tongue when work in groups or pairs.
- d. The students had problem in confident and difficulty how to pronoun, spelled or say instead understand the meaning of the words.
- e. The students had problem to follow the teacher's direction.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in learning speaking through Fishbowl Technique. The researcher concluded that the English teacher could do the steps of Fishbowl Technique in teaching and learning speaking well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning speaking should be supported by learning pronunciation, understanding grammar, rich of vocabulary and interesting teaching style by teacher, so the students were interested and can make a good sentence and pronounce the words well in ever oral activity or speaking class.

#### **F. Discussion of Finding**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through Fishbowl Technique as the first formulation of the problem of this research. As mentioned by



Christopher, (see on page 14) explained that speaking is the direct route from one mind to another and the way usually choose when we want to ask question, or give an explanation. And based on Laura, (see on page 32-32) explained that Fishbowl Technique takes its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle. In this research, the Fishbowl Technique in question is a technique of learning that aims to improve students' speaking ability. Fishbowl Technique is done by following the rules and procedures taught in teaching and learning process. Beside the process of teaching and learning, the researcher discussed the teacher's problem in teaching speaking through Fishbowl Technique as the second formulation of the problem, and the students' problem in learning speaking through Fishbowl Technique as the third formulation of the problem. This research was produced by the participants of the research. They were the English teacher and the students of X IPA 1 class of SMAN 3 Bandar Lampung at the first semester in the academic year of 2018/2019 that had been observed.

### **1. The Process of Teaching Learning Speaking through Fishbowl Technique**

The researcher employed an observation to know the process of teaching and learning speaking through Fishbowl Technique. Most of the students looked active in the teaching and learning speaking instead the teacher applied the technique looked well. This research was conducted three times including

observing teaching and learning process, interviewing the English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher assumed that the teaching and learning process speaking through Fishbowl Technique did not run effectively because there were some problems faced by the teacher and his students. It did not give the big influence for teaching and learning process.

The first relevant study selected by the researcher was written by Urmila Anistantia from UNILA Lampung University entitled “The Implementation of Fishbowl Technique to improve students’ speaking ability”. This research was aimed to know the difference of lecturing and Fishbowl technique to the speaking skill and also to improve students’ speaking ability at second grade students of SMPN 2 Jati Agung South Lampung in the academic year of 2017. This research used quantitative research as the research methodology. The result stated that The Implementation of Fishbowl Technique in teaching speaking was successful because it was can be seen that there is a significant difference in students’ speaking ability after being taught using Fishbowl Technique and the aspect that improved the most was pronunciation.

The second relevant previous study was written by Swamida Mannik Aji from UNY Yogyakarta University entitled “Improving Students’ Speaking Ability in mixed-ability class through Fishbowl Technique”. This research was aimed to know in order to improve students’ speaking ability in mixed-ability class through Fishbowl for 5B students of SDN Maguwoharjo 1 Yogyakarta in the

academic year of 2013. This research used an action research as the research methodology. The result stated that Improving Students' Speaking Ability in mixed-ability class through Fishbowl Technique in teaching speaking was successful because it was can be seen that Fishbowl Technique effective to improve students' speaking ability and the students' grammatical accuracy improved, the students' vocabulary was also better after the implementation, and the students' fluency improved after implementing the fishbowl technique in the production stage. The researcher concluded that Fishbowl Technique is an appropriate technique used in teaching speaking.

## **2. The Problems Faced by the Teacher in Teaching Speaking through Fishbowl Technique**

Based on the result of observation and interview, it could be concluded that the problems faced by the teacher were:

- a. The duration of teaching and learning speaking is limited because the teacher has to follow the curriculum rules.
- b. The teacher has problem with the lower students who did not talk or say anything.
- c. The students was keep using their mother tongue in which the students easy to communicate with others, and so use language in the best way they know.
- d. The teacher was difficult to handle large class size in which the teacher could not handle or control the class.

- e. The material was not fulfilling the students need because there were some problems in students' speaking ability.

Meanwhile based on the previous research findings, it could be concluded that the problems faced by the teacher were:

- a. The teacher did not have good preparation and enough time allocation.
- b. The teacher did not explain and deliver the materials to the students clearly.
- c. The teacher did not make clear regulation with the instruction to control the class.
- d. The teacher did not give interesting topic and materials based on the students' level English.
- e. The teacher tended to use Indonesian language.
- f. The teacher rarely used classroom English.
- g. The teacher rarely used instructional media.

However, as stated before there are some problems faced by the teacher in teaching speaking according to Greene and Petty and also Febriyanti's theory (see on pages 25-27). In this case, from the result of the research data we know that only four problems of Febriyanti's theory consisted of six problems happened in this research. It was students do not want to talk or say anything. The students keep using their mother tongue. It is difficult to handle large class size. And the materials do not fulfill the students' need. Moreover, from Greene and Preety's theory consisted of four problems, there were only two problems happened in this research. It was the duration of teaching and

learning process is limited. And also the quantity of the students or the same likes large class size.

### **3. The Problems Faced by the Students in Learning Speaking through Fishbowl Technique**

The researcher employed observation and gave questionnaire to know the students' problem in learning speaking through Fishbowl Technique. Based on the result of observation and questionnaire answered by the students, the researcher concluded that the problems faced by the students were:

#### **a. Inhibition.**

The students had some problems in grammar, pronunciation, and fluency. Because they often inhibited about trying to say things in a foreign language.

#### **b. Nothing to say.**

Sometimes the students were getting nervous or afraid that make them less talk or even nothing to say. The students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences from what they already or going to said.

#### **c. Mother-tongue use.**

The students were still using their mother tongue in speaking class that makes them easy to understand each other. It indicated the students less of vocabulary and not used English when learning English in speaking class.

- d. Another problem occurs.

The students had other problems in learning speaking. The students were not felt confident and also they were had difficulty how to pronounced, spelled or saying instead understand the meaning of the words and sometimes they were confuse with new words.

Meanwhile based on the previous research findings, it could be concluded that the problems faced by the students were:

- a. The students were shy to speak English.
- b. The students were afraid to make mistakes to spoke English.
- c. The students had difficulty in memorizing vocabulary.
- d. The students got little opportunity to practice speaking.
- e. The students still had difficulties in pronunciation.
- f. Most of the students could not respond to spoke English.
- g. Some of students did not like English.
- h. The students were not given a model.
- i. Some of students were passive during the teaching and learning process.

However, based on the result of observation and questionnaire answered by the students, the problems related to the theory stated by Ur (see on pages 31-32) in this research were inhibition, nothing to say and mother-tongue use. The inhibition was gotten based on the answer of the students thinking that the students had some problems in grammar, pronunciation, and fluency when learning speaking in speaking class. Furthermore, the students faced the

problem nothing to say because they were sometimes getting nervous or afraid to share their ideas in spoke form in speaking class. Hence, they only kept silence. Moreover, to break the ice of silence in order to be able to speak as what teacher asked, the students often used their mother-tongue, Indonesian language. Then, there was also another problem occur when the students learning speaking. The students were not felt confident and also they were had difficulty how to pronounced, or saying instead understand the meaning of the words and sometimes they were confuse with new words.

Eventually, based on the data obtained observation, interview and questionnaire above, it can be known that the teacher had applied the procedure of using Fishbowl Technique well like in the lesson plans. However, the students' speaking ability was still low. Hence, it can be interpreted that the students' speaking ability of the tenth grade at the first semester of SMAN 3 Bandar Lampung in the academic year of 2018/2019 was low even though the teacher had applied a good technique to teach speaking, Fishbowl Technique.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning speaking through Fishbowl Technique.

#### **A. Conclusion**

Having discussed the result of the research, it can be concluded that:

1. Teaching and learning process by using Fishbowl Technique was still less effective and not maximum. It happened because there were some steps that skipped by the teacher. There were many problems faced by the teacher and the students during the process of teaching and learning speaking through Fishbowl Technique.
2. The problems faced by the teacher in teaching speaking through Fishbowl Technique were as follows:
  - a. Teacher has problem with the lower student who did not talk or say anything in teaching speaking.
  - b. Teacher has problem to the students who just end up chat with their mother tongue when in pairs or group in teaching speaking.
  - c. The teacher has problem to handle and control the large class size because the students were too many in teaching speaking.
  - d. The teacher has problem with the material which not fulfill the students' need because the problems were based on the students' ability in teaching speaking.



- e. The teacher has problem in asking the students thought about the ideas and opinion related to the topic in teaching speaking.
  - f. The teacher has problem to give the students questions to have the students' responses in teaching speaking.
  - g. The teacher has problem in allowing the students to switch position by tap or raise a hand in teaching speaking.
  - h. The teacher had problem to manage the time in teaching speaking.
3. The problems faced by students in learning speaking through Fishbowl Technique were as follows:
- a. The students had no good in grammar, vocabulary and fluency.
  - b. The students had problem to talk or even not say anything in the classroom.
  - c. The students had problem by using their mother tongue when work in groups or pairs.
  - d. The students had problem in confident and difficulty how to pronoun, spelled or say instead understand the meaning of the words.
  - e. The students had problem to follow the teacher's direction.

## **B. Suggestions**

Considering the result of the research, the researcher would like to give some suggestions as follows:

### **1. For the English Teacher**

- a. The teacher should know how to motivate the lower students to make they interested in learning speaking. So, it can make the lower students

talk and active in speaking class. Therefore, it can make the students easier and more interested to learning speaking in the classroom. In addition, he must follows all of the procedure of teaching speaking through Fishbowl Technique well by modify his lesson plan and match it with students' situation so the teacher has time to doing all the steps.

- b. The teacher should make English very interesting for the students in teaching speaking to make them want to speak English in the classroom. By engage them with basic words or sentences that they already understand. It can make the students easier to speak English in the classroom.
- c. The teacher needs some approach to handle and control the large class size. The approach that can make the students interested and want to followed the teacher's instruction. It will be easier to handle or control the large class size.
- d. The teacher should prepare the material well before he teaches and hemust find the other teaching material in many source like internet, books, magazine and other source that match with the students' situation. So, it can fulfill the students' need.
- e. The teacher should give the students a chance to point out their ideas and opinion related to the topic. He needs to hear their ideas and opinion in order to know the students need and their ability in engage the problems in the speaking class.

- f. The teacher supposed to give a feedback and does reflection for the students. It is very important to get the students responses in speaking class to know that they understand in discussion. So, it can make the teacher know whether the students understand or not.
- g. The teacher should allow the students to switch the position by tap or raise a hand teaching speaking through Fishbowl Technique. It is very important because the students can share their ideas and opinion related to the topic.
- h. The teacher should manage time as good as possible in order that the implementation of technique running well and success. He should make the students focus on teaching and learning process.

## **2. For the Students**

- a. The students should learn more about tenses and look dictionary after they find difficult word also practice more in speaking.
- b. The students need to be brave and try to express their ideas in speaking class also don't afraid of making mistake. They need to be active and talk often in speaking class.
- c. The students should build habit to use English in speaking by hearing and copying an audio or movie. So it can make them not use their mother tongue in speaking class.
- d. The students need to believe and trust themselves also don't afraid of making mistake in speaking class. It can make them easier to speak in the speaking class.

- e. The students need to get pay attention and focus when study English. They should not chat with others using their mother tongue and only focus to teaching and learning process. So they can focus to hear and follow the teacher's direction.

### **3. For others Researcher**

The next researcher can conduct a study about teaching and learning speaking with other strategies, method or technique that make students enjoy and effective in learning speaking to increase and improve their speaking ability. The strategies or techniques that will take shorter time implementation in teaching speaking. While in gathering the data, the others researcher can use some tools that common handy at the field, such as camera, recorder, and etc.

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# APPENDICES



## Appendix 1

### Preliminary Research's Interview

Interviewer : Abu Musa  
 Interviewee : English Teacher  
 Day/Date : March 16, 2018

#### Question for English Teacher

1. Sejak kapan anda mulai mengajar bahasa inggris?
2. Berapa jumlah murid yang anda ajar di sekolah ini?
3. Apa kesulitan yang anda hadapi dalam mengajar bahasa inggris?
4. Bagaimana kemampuan bahasa inggris siswa-siswi anda khususnya dalam belajar materi atau skill *speaking*?
5. Apakah menurut anda pemilihan teknik atau strategi yang tepat dalam mengajar bahasa inggris khususnya dalam materi atau skill *speaking* itu penting?
6. Strategi apa yang anda gunakan dalam mengajar materi atau skill *speaking*?
7. Apa alasan anda menggunakan technique atau strategi itu?
8. Bagaimana dengan hasil nilai para siswa setelah diajarkan materi *speaking* menggunakan technique atau strategi tersebut?
9. Menurut pandangan dan opini anda, kira-kira apakah yang membuat siswa atau siswi tidak dapat menguasai pelajaran bahasa inggris khususnya dalam pemahaman materi *speaking* dengan baik?

10. Kenapa anda tidak menggunakan technique atau strategi lain ketika anda tahu bahwa kemampuan bahasa inggris siswa khususnya dalam pemahaman materi speaking siswa masih rendah walaupun sudah diajarkan menggunakan technique atau strategi ini?

**Answers from the Teacher**

1. Saya mulai mengajar bahasa inggris sejak tahun 1988 dan sampai saat ini sudah hampir sekitar 30 tahun mengajar bahasa inggris.
2. Kebetulan saya mengajar di dua kelas X IPA 1 dan X IPA 2. Kelas X IPA 1 itu jumlah siswanya 35 siswa yah dan yang kelas X IPA 2 itu 32 siswa, dua kelas itu.
3. Kesulitan yang pertama, itu sebenarnya mereka itu punya input yang mungkin belum memadai gitu yah dan itu pun dari pengalaman saya mengajar SMP itu. Sehingga yang kita lakukan di kelas itu dengan kemampuan yang bervariasi tentu kita punya kesulitan yah untuk melakukan suatu tekhnik pembelajaran misalnya yah. Yang kedua, tidak kalah penting nya itu merupakan apa penunjang semacam fase penunjangnya dimana disekolah ini yaa kurang memadai saya pikir, dengan adanya LCD, dengan adanya akses-akses lain misalnya ke internet yang mana di kelas itu terkadang ada gangguan gitu yah untuk mengakses langsung kemampuan apa ke materi-materi yang melalui internet yang tadi kita jelaskan tadinya.
4. Kita berangkat dari latar belakang tujuan dari pada pendidikan di SMA ya bahasa inggris yah. Kalo kita mengacu kepada ujian nasional, anak-anak

itu orientasinya bukan untuk menguasai speaking, tetapi reading. Jadi, yang diujikan itu sebenarnya listening dan reading dengan variasi kosa kata atau vocab dan sedikit grammar. Jadi kalau pun nanti pada hasilnya memang anak itu tidak begitu bagus dalam speaking, memang sesuai dalam tujuan pembelajarannya. Bahwa orientasi tidak kepada speaking, tapi lebih kepada reading dan kemampuan komponen yang lainnya seperti grammar dan vocab.

5. Penting yah, karena bagaimana pun juga dengan kemampuan anak yang bervariasi yah, kita tidak boleh mengajar dengan satu teknik, harus menggunakan berbagai teknik dan strategi sehingga bisa meng-cover keseluruhan kemampuan anak di dalam kelas. Tentu saja kalo satu teknik saja akan monoton dan akan membosankan bagi anak-anak. Sehingga guru dengan berbagai cara dia untuk keberhasilan anak, dia menggunakan berbagai teknik dan strategi dalam pembelajaran bahasa inggris.
6. Berbagai hal misalnya, mungkin dalam menggunakan games salah satunya yah, dan juga teknik-teknik lain misalkan group work discussion. Salah satu yang pernah saya pernah coba itu dengan yang apa kita istilahkan dengan Fishbowl Technique yah walaupun juga saya dalam penerapannya juga akan mengalami kendala dalam penerapan teknik seperti ini di kelas.
7. Sebenarnya dari segi secara teoritis nya bagus yah bahwa disitu kita belajar untuk mengaktifkan anak dalam berbicara yah. Kita tahu bahwa teknik yang namanya group work discussion secara umum memang bisa membuat anak itu bisa bekerja dikelompoknya dan pada akhirnya dia bisa

juga siswa-siswa yang pandai bisa memotivasi teman-temannya untuk belajar atau berani untuk berbicara dan saling mengisi jadi yang pandai bisa memberikan materi atau pengetahuan kepada yang lemah dan yang lemah pun bisa belajar dengan yang pintar.

8. Memadai, setidaknya memadai. Hanya kesulitan saya yah, kalo hasilnya cukup memadai, Cuma hasil kesulitan saya itu tadi mana dikelasnya dalam membuat group work discussion. Kita tahu kan dikelas itu kan format bangku atau meja itu kan sulit untuk diputar yah, untuk suatu grup diskusi kelompok. Sehingga, dalam pelaksanaannya memang kesulitannya dalam persiapannya. Kedua, yang kita tahu kemampuan anak itu sangat bervariasi. Yang sering saya sulit, saya kadang-kadang juga belum begitu memahami benar kemampuan dasar anak itu dikelas yah. Sehingga, dalam memperbaiki grup kelompok anak-anak dalam kelompok diskusi itu, terkadang ada ketimpangan. Ada terkadang kita menemukan anak yang satu kelompok pintar-pintar semua, di kelompok lain dia ternyata lemah gitu. Ini barang kali saran untuk guru juga untuk yang lain juga bagaimana kita benar-benar tahu pemetaan kelas yang sebenarnya. Kadang juga, karena kesibukan saya juga terkadang belum bisa sampai ke mendasar seperti soal ini untuk melihat kemampuan anak, kemampuan secara mendasar untuk kemampuan speaking mereka.
9. Kembali kepada kurikulumnya, tujuan kurikulum kita yang seperti saya katakan tadi, ternyata orientasi kurikulum di SMA itu tidak memang komunikasi, tetapi pada kenyataannya yang di ujikan kan bukan speaking.

Yang diujikan itu sebenarnya reading dan komponen bahasa lainnya seperti vocab dan grammar yah. Jadi kalau pun kita akan mendorong anak untuk berkomunikasi lisan secara lancar, pertama mungkin waktu yah, waktu yang disiapkan oleh kurikulum itu sangat terbatas. Kedua, kalau kita memfokuskan dalam speaking, maka pelajaran pokoknya yang akan diujikan nanti akan ketinggalan dan kita bisa tebak nanti akan hasilnya juga akan sangat minim. Maka guru biasanya 50:50 lah, speaking digunakan sebagai intergritas skill lah gitu yah dalam mengajarkan reading kita ada komunikasi speakingnya ada listeningnya. Tapi, kalau speaking khusus untuk speaking dan waktu kita banyak untuk speaking kayaknya juga waktunya gak tersedia banyak gitu yah.

10. Sebenarnya tidak mutlak yah. Tapi, sebagai guru kita terkadang harus mencari mana tehnik yang terbaik. Jangankan dari satu sekolah ke sekolah yang lain, dari satu kelas ke kelas lain pun ada perbedaan-perbedaan yah. Karena kemampuan kelas itu tidak sama antara kelas satu dengan kelas lain. Sehingga, saya kira juga tehnik itu harus perlu di cari yang paling sesuai yang mana untuk diajarkan itu. Salah satu yang saya katakan yang tadi yang kita istilahkan dengan apa tadi Fishbowl Technique tadi itu sangat bagus sih, Cuma saya katakan lagi, saya ulangi lagi, kendalanya pertama dalam pembagian group work itu. Membagi anak-anak dengan pemerataan kelas anak-anak yang pandai dengan anak-anak yang sedang atau rendah dan juga pengaturan ruangan untuk diskusi. Terus terang saya mengalami kendala sekali, karena konstruksi kelas itu

memang agak sulit yah untuk dibuat grup diskusi. Kalau dia kursinya cirtes mungkin akan agak lebih mudah, tapi kalau bentuk meja atau bangku itu kan agak susah gitu yah membuat kelompok atau grup diskusi yang agak lebih bagus.

### **Preliminary Research's Interview**

Interviewer : Abu Musa  
 Interviewee : Students  
 Day/Date : March 05, 2018

#### **Question for the Students**

1. Apakah kamu memiliki kesulitan saat belajar bahasa inggris terutama dalam memahami pelajaran materi speaking?
2. Apakah kamu memperhatikan semua yang guru jelaskan saat pelajaran bahasa inggris?

#### **Answer from the Students**

1. Iya kami memiliki kesulitan dalam belajar bahasa inggris terutama dalam berbicara berbahasa inggris yang dikarenakan banyak faktor seperti, sulit memahami grammar, sulit dalam mengucapkan kata-katanya, pronunciation, tidak mengerti arti kata-katanya, dan lain sebagainya. (14 Siswa).
2. Terkadang kami memperhatikan guru ketika menjelaskan karena guru atau materi yang diajarkan itu menarik. Tetapi kami juga terkadang tidak memperhatikan karena terkadang materi atau guru ketika mengajar itu kurang menarik atau membosankan, membuat mengantuk, tidak paham dengan yang dijelaskan, asik mengobrol, dan lain sebagainya. (14 Siswa).

## SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris  
 Satuan Pendidikan : SMA/MA  
 Kelas : X (Sepuluh) IPA  
 Semester : 1 (satu)  
 Nama Guru : Edwar Hidayat, M.Pd  
 Sekolah : SMA Negeri 3 Bandar Lampung  
 Kompetensi Inti :

- **KI-1 dan KI-2 : Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.



| Kompetensi Dasar  | Materi Pembelajaran  | Kegiatan Pembelajaran  |
|---|--|--|
| <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.1 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah</p> | <ul style="list-style-type: none"> <li>• Fungsi Sosial<br/>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks<br/>Dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian).</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan.</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal.</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar.</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> </li> <li>• Topik<br/>Deskripsi tempat wisata dan bangunan</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain.</li> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain.</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya.</li> <li>- Melakukan refleksi tentang proses</li> </ul> |

|   |  |                          |
|---|--|--------------------------|
| terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | bersejarah yang dapat menumbuhkan perilaku yang termuat di KI. | dan hasil.<br>- belajar. |
|---|--|--------------------------|

Bandar Lampung, April 2018.

Mengetahui,

Kepala SMA Negeri 3 Bandar Lampung.

Guru Mata Pelajaran

**Drs. Mahlil, M.Pd.I**  
NIP. 19670415 199403 1 011

**Drs. Edwar Hidayat, M.Pd**  
NIP. 19610910 198802 1 002

### Appendix 3

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP).

|                |                           |
|----------------|---------------------------|
| Nama Sekolah   | : SMAN 03 BANDAR LAMPUNG. |
| Mata Pelajaran | : Bahasa Inggris          |
| Kelas/Semester | : X. IPA.                 |
| Alokasi Waktu  | : 2 x 45menit             |
| Materi Pokok   | : Descriptive Text.       |
| Skill          | : Speaking.               |

### A. Kompetensi Inti (KI).

- KI. 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI. 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI. 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI. 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar

KD 1.1 :Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2.3 :Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

KD 3.4 : Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

KD 4.4 :Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

KD 4.4.1 :Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### C. Indikator

1.1.1. :Siswa menyadari pentingnya bahasa inggris sebagai semangat belajar.

- 1.1.2. :Siswa mendalami bahasa inggris sebagai alat komunikasi dalam semangat belajar.
- 1.1.3. :Siswa membangun kemampuan bahasa inggris sebagai alat komunikasi dalam semangat belajar.
- 1.1.4. :Siswa melatih kemampuan bahasa inggris sebagai alat komunikasi dalam semangat belajar.
- 1.1.5. :Siswa meningkatkan kemampuan bahasa inggris sebagai alat komunikasi dalam semangat belajar.
  
- 2.3.1. :Siswa menunjukan perilaku yang baik dalam berkomunikasi.
- 2.3.2. :Siswa merincikan perilaku yang baik dalam berkomunikasi.
- 2.3.3. :Siswa membiasakan berperilaku yang baik dalam berkomunikasi.
- 2.3.4. :Siswa meningkatkan berperilaku baik dalam berkomunikasi.
- 2.3.5. :Siswa membuktikan bahwa dapat berperilaku baik dalam berkomunikasi.
  
- 3.4.1. :Siswa dapat memahami fungsi sosial dari teks deskriptif sesuai dengan konteks penggunaannya.
- 3.4.2. :Siswa dapat mengkategorikan struktur teks dari teks deskriptif sesuai dengan konteks penggunaannya.
- 3.4.3. :Siswa dapat mengemukakan unsur kebahasaan dari teks deskriptif sesuai dengan konteks penggunaannya.

- 3.4.4. :Siswa dapat membuat teks deskriptif dengan menyatakan dan menanyakan tentang sesuatu sesuai dengan konteks penggunaannya.
- 3.4.5. :Siswa dapat memproyeksikan teks deskriptif sesuai dengan konteks penggunaannya.
- 4.4.1. :Siswa mampu menangkap makna dalam teks deskriptif lisan dan tulis sangat pendek dan sederhana.
- 4.4.2. :Siswa mengemukakan makna dalam teks deskriptif lisan dan tulis sangat pendek dan sederhana.
- 4.4.3. :Siswa mampu mengaitkan makna dalam teks deskriptif lisan dan tulis sangat pendek dan sederhana.
- 4.4.4. :Siswa mampu memperjelas makna dalam teks deskriptif lisan dan tulis sangat pendek dan sederhana.
- 4.4.5. :Siswa mampu membuktikan makna dalam teks deskriptif lisan dan tulis sangat pendek dan sederhana.
- 4.4.1.1. :Siswa dapat menjelaskan teks deskriptif lisan dan tulis secara benar dan sesuai konteks.
- 4.4.1.2. :Siswa dapat mengkategorikan teks deskriptif lisan dan tulis secara benar dan sesuai konteks.
- 4.4.1.3. :Siswa dapat menganalisis teks deskriptif lisan dan tulis secara benar dan sesuai konteks.
- 4.4.1.4. :Siswa dapat membandingkan teks deskriptif lisan dan tulis secara benar dan sesuai konteks.

- 4.4.1.5. :Siswa dapat menyusun teks deskriptif lisan dan tulis secara benar dan sesuai konteks.

#### D. Materi Pembelajaran.

Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. (Kane, 2000:352). Specifically, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of descriptive text:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.
3. Language features of Descriptive text :
  - Specific participant has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
  - The use of the adjective (an adjective) to clarify the noun (noun) for example, be used for the following expression: a beautiful beach, a handsome man, the famous place in Jepara, etc..
  - Use the present tense sentence patterns simple sentence patterns used are simple present for telling the facts of object descriptions.
  - Action verbs, there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc.

#### **My Small House**

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in

here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

1. Identification: My small house.
2. Description: I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else.

E. Metode Pembelajaran.

- Pendekatan : Scientific Learning, Scientific Approach.
- Model : Inquiry Learning, Discovery Learning.
- Strategi : Pengamatan (Observasi), Mendengarkan Audio, Diskusi kelompok/presentasi, Penguasaan Individu.
- Skill : Speaking.

F. Langkah-Langkah Kegiatan Pembelajaran.

- a. Kegiatan Pendahuluan (15 menit).



- Siswa diberi salam oleh guru.
- Siswa berdoa dengan bimbingan guru untuk mengawali pembelajaran.
- Siswa di cek kehadirannya oleh guru (absen).
- Siswa di beri pertanyaan-pertanyaan oleh guru mengenai materi yang akan di pelajari (Brainstorming).

b. Kegiatan Inti (60 menit).

1. Mengamati/Observing.

- Siswa mengamati guru yang memberikan contoh teks deskriptif.
- Siswa mengkategorikan contoh teks deskriptif yang diberikan oleh guru.
- Siswa mengidentifikasi topik dalam teks ddeskriptif.
- Siswa mampu mengerti makna dalam teks deskriptif .
- Siswa berupaya menemukan informasi dalam teks deskriptif.

2. Menanya/Questioning.

- Siswa menanyakan perbedaan teks deskriptif dalam bahasa inggris.
- Siswa bertanya bagaimana mengembangkan teks deskripti sesuai dengan konteksnya penggunaannya.
- Siswa bertanya tentang cara mengambil informasi dalam teks deskriptif.
- Siswa di bimbing oleh guru untuk bersama-sama mencari inti/point dalam teks deskriptif.

3. Mengumpulkan Informasi/Eksplorasi.

- Siswa di beri guru contoh teks deskriptif secara benar dan sesuai konteks.
- Siswa berlatih membuat teks deskriptif secara benar dan sesuai konteks.
- Siswa berlatih membuat struktur teks deskriptif secara benar dan sesuai konteks.
- Siswa di beri guru contoh cara membaut teks deskriptif secara benar dan sesuai konteks.
- Siswa mencoba membuat teks deskriptif secara benar dan sesuai konteks.

4. Mengasosiasi.

- Siswa di bagikan teks rumpang oleh guru tentang teks deskriptif.
- Siswa secara individu mencari penggunaan struktur, makna, serta informasi dalam teks deskriptif.
- Siswa menyampaikan jawaban informasi tentang teks deskriptif.
- Siswa lain menanggapi dan di tanggapinya serta diberikan penjelasan oleh guru tentang teks deskriptif.
- Secara berpasangan siswa menuliskan teks deskriptif yang rumpang
- Siswa di tunjuk oleh guru untuk menyampaikan jawaban.
- Siswa lain menanggapi dan ditanggapi serta di beri penjelasan oleh guru tentang jawaban teks deskriptif.

#### 5. Mengkomunikasi

- Siswa secara individu menuliskan teks deskriptif secara benar dan sesuai konteks.
- Siswa secara berpasangan mengoreksi teks deskriptif secara benar dan sesuai konteks
- Siswa menyampaikan jawaban dan siswa lain menanggapi jawaban.
- Siswa diberi tanggapan dan penjelasan oleh guru.
- Siswa menyampaikan teks deskriptif secara tulisan.
- Siswa di beri tanggapan dan penjelasan oleh guru tentang teks deskriptif.
- Siswa berlatih kembali membuat teks deskriptif secara benar dan sesuai konteks.

#### c. Kegiatan Penutup (15 menit).

- Siswa bersama guru menyampaikan manfaat dan menyimpulkan hasil pembelajaran tentang teks deskriptif.
- Siswa menyimak tentang informasi mengenai rencana tindak lanjut pembelajaran.
- Siswa di berikan umpan balik dan penilaian oleh guru.
- Dengan bimbingan guru, siswa mengakhiri pembelajaran dengan berdo'a.

# 1. Penilaian *Speaking*

## *Scoring rubric of speaking*

*Instrument : Create Descriptive text with your chairmate, you may choose any topic you like in your text! Student front of class to explain their work.*

| No | Aspect        | Criteria  | Score | Total score |
|----|---------------|-----------|-------|-------------|
| 1  | Pronunciation | Excellent | 4     | 20x5=100    |
|    |               | Good      | 3     |             |
|    |               | Fair      | 2     |             |
|    |               | Poor      | 1     |             |
| 2  | Intonation    | Excellent | 4     |             |
|    |               | Good      | 3     |             |
|    |               | Fair      | 2     |             |
|    |               | Poor      | 1     |             |
| 3  | carefulness   | Excellent | 4     |             |
|    |               | Good      | 3     |             |
|    |               | Fair      | 2     |             |
|    |               | Poor      | 1     |             |
| 4  | Fluency       | Excellent | 4     |             |
|    |               | Good      | 3     |             |
|    |               | Fair      | 2     |             |
|    |               | Poor      | 1     |             |
| 5  | Action        | Excellent | 4     |             |
|    |               | Good      | 3     |             |
|    |               | Fair      | 2     |             |
|    |               | Poor      | 1     |             |

|       |    |  |
|-------|----|--|
| Total | 20 |  |
|-------|----|--|

#### G. Penilaian Sikap.

Rubrick penilaian sikap.

- ❖ Disiplin:
  - 4; Tidak pernah absen kecuali sakit.
  - 3; Absen lebih dari sekali.
  - 2; Absen dan izin berkali-kali.
  - 1; Sering meliburkan diri tanpa sebab.
- ❖ Percaya Diri:
  - 4; Yakin menjawab, tepat, dan tidak mengubah jawabannya.
  - 3; Yakin menjawab, tidak tepat, dan tidak mengubah jawabannya.
  - 2; Kurang yakin menjawab, tidak tepat, dan mengubah jawabannya
  - 1; Tidak yakin menjawab, tidak tepat, dan mengubah jawabannya.
- ❖ Tanggung Jawab:
  - 4; Mengungkapkan pendapat sendiri dengan alasan yang jelas.
  - 3; Mengungkapkan pendapat sendiri meski dengan alasan yang kurang jelas.
  - 2; Ikut menyetujui/tidak menyetujui pendapat partner selama diskusi dengan mengungkapkan alasan.
  - 1; Ikut menyetujui/tidak menyetujui pendapat partner selama diskusi.

H. Media/alat, bahan dan sumber belajar.

- Media : gambar, video, ppt, loadspeaker, etc.
- Alat : laptop, whiteboard, LCD, etc.
- Bahan : buku, ensiklopedia, internet, etc.
- Sumber belajar : [www.englishindo.com](http://www.englishindo.com);  
[www.sekolahbahasainggris.com](http://www.sekolahbahasainggris.com); [www.belajarbahasainggrisku.com](http://www.belajarbahasainggrisku.com);  
[www.bahasainggrisoke.com](http://www.bahasainggrisoke.com); Jacob, et al in Weigle (2002: 116).

Bandar Lampung, April 2018.

Mengetahui,

Kepala SMA Negeri 3 Bandar Lampung.

Guru Mata Pelajaran

**Drs. Mahlil, M.Pd.I.**  
**NIP. 19670415 199403 1 011**

**Drs. Edwar Hidayat, M.Pd.**  
**NIP. 19610910 198802 1 002**

## Appendix 4

### Speaking Score at the Tenth Grade of SMAN 3 Bandar Lampung in 2018/2019

#### Class: X IPA 1

| No. | Name                     | Score |
|-----|--------------------------|-------|
| 1.  | AHMAD FAJAR RIMAWAN      | 65    |
| 2.  | ALBARA FUAD RINALDI      | 70    |
| 3.  | ALIKHA WANDA APRILIA     | 70    |
| 4.  | AMITA JACHESA EDITHA     | 68    |
| 5.  | ANNISA MUTIARA ZAIN      | 68    |
| 6.  | ARIEF YUDHA MAULANA      | 65    |
| 7.  | ASSAMI QATHRINNADA       | 80    |
| 8.  | CHANTIKA PUTRI RIANI     | 64    |
| 9.  | DAFA FADIL ADAMA         | 64    |
| 10. | DESFITRIA NURMALA        | 80    |
| 11. | ENDANG AYU LESTARI       | 79    |
| 12. | FADILLA AZKIA PUTRI      | 80    |
| 13. | FICKY ROMAN SAPUTRA      | 65    |
| 14. | HANIF ZAKKY KARIM        | 80    |
| 15. | JOACHIM PATRICK SIHOTANG | 80    |
| 16. | LIDYA ADYIA              | 70    |
| 17. | LUSI OKLINA              | 75    |
| 18. | MARYANI UMAR             | 80    |
| 19. | MUHAMMAD A. FARHAN       | 70    |
| 20. | MUHAMMAD FAIZAL A.H      | 80    |
| 21. | MUHAMMAD FARIS R         | 70    |
| 22. | M. NAOVAN DWI WAHYU P    | 73    |
| 23. | M. PANDU REZKA R.        | 70    |
| 24. | MUTIA PUTRI A.           | 74    |
| 25. | M. RIDHO ABDINEGARA      | 74    |
| 26. | NABILA FARAHDHIA         | 80    |
| 27. | OCHIRA CHANTIKA T        | 79    |
| 28. | RAHMA MAULIDIANA         | 80    |
| 29. | RISCO MANDELA            | 70    |
| 30. | SINDY ASYFA SARI         | 68    |
| 31. | SITI ANNISA NURJANAH     | 68    |
| 32. | TAUFIQURRAHMANSYAH       | 70    |
| 33. | TRINDARI APRINI PUTRI    | 80    |
| 34. | ULA HANADA               | 73    |
| 35. | VIVIANNISA VICTORIA P    | 78    |

**Class: X IPA 2**

| No. | Name                     | Score |
|-----|--------------------------|-------|
| 1.  | ACHMAD AMRU GBALY        | 80    |
| 2.  | AHMAD PUTRA KURNIAWAN    | 68    |
| 3.  | ALDO PUTRA SINGURA       | 70    |
| 4.  | ANNIS KURNIATI           | 68    |
| 5.  | ANNISA PUTRI W           | 68    |
| 6.  | AS-SYIFA NUHA RAFLI      | 85    |
| 7.  | BUNGA SHARFINA A. P      | 78    |
| 8.  | DARMA AL-FATTAH R        | 70    |
| 9.  | DETI TAMARA              | 85    |
| 10. | ENDY FAISAL RUDYANTO     | 85    |
| 11. | GALUH WAHYUNING TYAS     | 70    |
| 12. | HAFIZ ALQINTAR R. S      | 70    |
| 13. | HILAL AULIA              | 85    |
| 14. | JESICA BERLIANDA PUTRI   | 85    |
| 15. | LUCKY ANISA PUTRI        | 85    |
| 16. | MELTA AMANDA SARI        | 70    |
| 17. | M. ALDI MAULANA          | 70    |
| 18. | M. DAFFA ZHANDRA Y. V    | 68    |
| 19. | M. FATURRAHMAN           | 68    |
| 20. | M. RENDY PRATAMA         | 73    |
| 21. | MUTIARA DESPANA PUTRI    | 85    |
| 22. | NESYA ANITA PUTRI        | 70    |
| 23. | NI WAYAN PRASTINING TYAS | 85    |
| 24. | OKTAVIA NANDA PUTRI      | 77    |
| 25. | RAIHAN RAFI AKBAR        | 70    |
| 26. | RISKA PUTRIANA           | 78    |
| 27. | RONI CANDRA              | 70    |
| 28. | RUSDANDIANSYAH W. V. P   | 73    |
| 29. | SELVIANA                 | 70    |
| 30. | SITI AYU FARADHITA       | 85    |
| 31. | TEGAR SAKTI P. P         | 85    |
| 32. | W. A. ROSSI WULANDARI    | 70    |

Bandar Lampung,     April 2018.  
Guru Mata Pelajaran

**Drs. Edwar Hidayat, M.Pd**  
**NIP. 19610910 198802 1 002**

## Appendix 5

### Observation Report

| No | Aspects                        | Phases       | Pointers   | Yes | No | Notes   |
|----|--------------------------------|--------------|--|-----|----|---|
| 1. | Teaching and Learning Process. | Pre-Speaking | 1. Arouse student's interest in planning task.   | ✓   |    | Teacher did arouse the students' interest by brainstorming and game.  |
|    |                                |              | 2. The teacher makes a group. Small and big group.   | ✓   |    | Teacher did made the inner and outer circle in the classroom. He was made 3 groups and each group has inner and outer circle. Each inner circle consists of 3-4 students and the other students were outer circle.  |
|    |                                |              | 3. The teacher develops a topic.   | ✓   |    | Teacher developed the topic based on the situation of the students or the topic coming from the students' interest.   |
|    |                                |              | 4. The teacher asks the students about their thoughts and takes notes on their activities. |     | ✓  | Teacher did not ask the students thoughts and takes notes on their activity about their opinion related to the topic because he just introduced the technique and did not give opportunity to the students to say their opinion and ideas related to the topic. |
|    |                                |              | 5. The teacher sets up chairs or table into Fishbowl design. (circle)                      | ✓   |    | Teacher was set up the chairs and table into Fishbowl design with helped by the students in the classroom.  |
|    |                                |              | 6. The teacher is demonstrating and giving clear   | ✓   |    | Teacher was giving the students clear instructions with loud voice and  |



|  |  |                 |   |   |   |  |
|--|--|-----------------|---|---|---|--|
|  |  |                 | instruction.  |   |   | demonstrates with body language.   |
|  |  | Whilst-Speaking | 7. The teacher is starting the activities.  | ✓ |   | Teacher began the activity. He was telling the students to sit in cluster and talk about their ideas and opinion related to the topic.                                 |
|  |  |                 | 8. The teacher gives the students a time to discuss, add to, or modify the ideas. | ✓ |   | Teacher was giving the students a time 5-10 minutes or maximum 15 minutes to discuss the ideas.  |
|  |  |                 | 9. The teacher is telling the students to listen carefully and take notes.        | ✓ |   | Teacher was telling the students (outer circle) to listen carefully while engage the students (inner circle).  |
|  |  |                 | 10. The teacher gives the students questions for discussion or asks the students. |   | ✓ | Teacher did not give the students questions for discussion or ask the students to have responses because he skips this step and only focuses on inner circle students. |
|  |  |                 | 11. The teacher allows the students to switch the positions.                      |   | ✓ | Teacher did not allow the students to switch their position because it needs more time or lack of time to change their position and the time almost ended.             |
|  |  |                 | 12. The teacher gives the group a time to complete planning task.                 | ✓ |   | Teacher was giving the students a time maximum about 5 minutes to complete their task related to topic discussion and content issues in group comment process.         |
|  |  | Post-Speaking   | 13. The teacher asks the students to report the result of their discussion.       | ✓ |   | Teacher was giving the students to report out in the front of class. It was only one student from each group to tell the result of                                     |

|    |   |   |   |   |  |   |
|----|---|---|---|---|--|---|
|    |   |   |   |   |  | discussion.   |
| 2. | Teacher' problems in teaching speaking. | 1. The duration of teaching and learning is limited.                    | ✓ |   |  | The time in teaching and learning is limited in speaking class. The teacher only has 90 minutes to teaching and learning with the students in speaking class.                       |
|    |   | 2. The material on text books is different from the lesson plan.        |   | ✓ |  | The material on text book and lesson plan was same but only the topic was different.  |
|    |   | 3. The teacher only has knowledge from the text books for the students. |   | ✓ |  | The teacher was not only has knowledge from the text books. Sometimes the teacher has other source or asks the students to provide the source.                                      |
|    |   | 4. The students do not say anything.                                    | ✓ |   |  | There are some students less talk or even not say anything because they are afraid to talk or don't know what they are going to say.  |
|    |   | 5. The students keep using their mother-tongue.                         | ✓ |   |  | When the teacher is teaching in speaking class, there is a lot of students keep using their own language and not using English because it's easy for them to understand each other. |
|    |   | 6. It is difficult to handle large class size.                          | ✓ |   |  | The teacher is difficult to handle students' large class because the students are too many and it's really hard to control it.  |
|    |   | 7. The students are not disciplined in classroom.                       |   | ✓ |  | The students were discipline in the classroom because they attend to be discipline.   |
|    |   | 8. The materials do not fulfill the                                     | ✓ |   |  | The material did not fulfill  |

|    |   |   |   |   |   |
|----|---|---|---|---|---|
|    |   | need of students.   |   |   | the students' need because there are some problems with the students' ability.  |
|    |   | 9. The students have low motivation to learn English.                                     |   | ✓ | All of the students were participating in classroom and their motivation was good.  |
|    |   | 10. Another problems possibly occurring.  |   | ✓ | There was no another problems occur from the teacher.   |
| 3. | Students' problem in learning speaking. | 1. The students are inhibited.  | ✓ |   | The students are having some problems in grammar, pronunciation, and fluency.   |
|    |   | 2. The students have nothing to say.  | ✓ |   | Sometimes the students are getting nervous or afraid that make them less talk or even nothing to say.   |
|    |   | 3. The students are having low or uneven participation.                                   |   | ✓ | Most all of the students were participate in classroom and they motivation were not low.  |
|    |   | 4. The students are use mother-tongue.  | ✓ |   | The students are still using their own language in speaking class that makes them easy to understand each other.  |
|    |   | 5. Any other problems possibly occurring in learning speaking through Fishbowl occurring. | ✓ |   | The students have other problems in learning speaking. The students are not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words. |

## Appendix 6

### Interview Result

Respondent : Drs. Edwar Hidayat, M.Pd

Day/Date : 7<sup>th</sup> September 2018

Places : SMAN 3 Bandar Lampung

1. **Question** : Is the duration of teaching and learning limited?

**Answer** : Yes. Because we had the curriculum and curriculum has to limit the time especially for reading, speaking and also the other subject in the classroom. So, the curriculum is one of ours that we have the time for teaching one topic in the classroom, the time is limited. And it is impossible for us to develop their speaking ability in the classroom because we have limited time in teaching some subject in the classroom.

2. **Question** : Is the material on text books different from the lesson plan?

**Answer** : Sometimes, because when in the classroom, we have to see the situation of the condition of the students. Sometime we have to setting the material that we should try to give to the students in the classroom because of the situation develops in the classroom; we can change or develop much more material.

3. **Question** : Is the teacher only has knowledge from the text books for the students?

**Answer** : Not always. Yes but there are some source of teaching from other source and sometimes we ask the students to provide the material by themselves unless if we have some variations of material in the classroom.

4. **Question** : Do the students not talk or say anything in the classroom in speaking class?

**Answer** : Actually, we have three kinds of students in the classroom. Empirics one, lower one and also the superior. The superior and empirics students are of course good especially in teaching speaking. But the lower students or the weak students can be silent.

5. **Question** : Do the students just end up chatting with their own language when they work in pairs or groups in speaking class?

**Answer** : Yes, it's rarely. Actually, I've to remind them about how they want to speak English by having some practices and then we about making our own language. So, it means that we have to motivate them to practice more.

6. **Question** : Is it difficult to handle students' large class in speaking class?

**Answer** : Of course. It ways you can set the sitting position and it's very hard to arrange them.

7. **Question** : Do your students not discipline in the classroom?

**Answer** : There is attendance about the students to learn the situation but for me because I've been teaching for long time about 30 years more than that. They are already respecting us when we are teaching in the classroom. It means that they attend to be discipline.

8. **Question** : Do the materials that you taught to the students not fulfill the students need?

**Answer** : We have the curriculum. So, we have to follow the curriculum and the problems, sometimes based on the students' ability, sometimes the students are able to understand the English easily. But, in other hand that some of the students have difficulty in getting the knowledge from us as a teacher in the classroom.

9. **Question** : Do the students have low motivation in learning English?

**Answer** : I don't think so, they have good motivation. When they come to the classroom, they are interested enough for learning in the classroom activities.

10. **Question** : Are there any possible problems occur in teaching speaking?

**Answer** : No, it's not. Usually, when we are talk about to just know that the weak students have a tendency to be silent and I have my own way how to motivate them and not only in the classroom, but also outside of the classroom. We have the personal approach to manage and copying of the individual future. They have good motivation and they are going to study English more and more.

11. **Question** : Have you arouse students' interest in planning task?

**Answer** : Why not. Game is one of the way how to arouse the students' motivation and we have role play also the other things activities in the classroom that I sometime practice it.

12. **Question** : Have you made a small group of students and remain students form a larger circle?

**Answer** : Yes, sometimes. I think that's the key.

13. **Question** : Do you develop one or more topics related to the students' interest?

**Answer** : Yes, based on the prompt situation we don't have to restrict in one topic for discussion if the students have the idea in dialog in the additional topic to be developed, as teacher we have to develop this topic among the students.

14. **Question** : Do you ask the students about their thoughts related to the topic?

**Answer** : Why not. Because the students have their own interest and motivation so it is possible in the classroom they have interest and they can develop by themselves and also as teacher we have to accommodate their interest for topic in discussion.

15. **Question** : Do you set up chairs or tables in a Fishbowl design?

**Answer** : Yes, that's one of the pre-condition to create Fishbowl design technique or game.

16. **Question** : Do you demonstrate and give a clear instruction to the students about the rules and goal in Fishbowl activity?

**Answer** : Clear instructions very needed. You can imagine that if they don't understand the instructions what they should do in the classroom, in the game they do not think. So, a clear instruction is a must for us as a teacher in order to introduce the game or technique to the students.

17. **Question** : To start the activities, do you tell the students to sit in a cluster and talk about the ideas and opinion?

**Answer** : Yes, why not. It's one of pre-condition that we should do to start the activities before applying the game or technique.

18. **Question** : Do you give the students a time to discuss, add, or modify the ideas related to the topic?

**Answer** : Why not. It is one of the conditions we give the time for them to arrange the idea while discussing and also modifying the ideas or the topic. We should do this in the classroom, I think.

19. **Question** : Do you tell the students to listen carefully in engage small group (inner circle)?

**Answer** : Yes, because they have to really understand what they should do in the discussion.

20. **Question** : Do you give the students a question for discussion or ask the students to have responses?

**Answer** : Question is the first thing we can do to the students in behaving the question because based on of our question they have to discuss based of the teacher need in the classroom.

21. **Question** : Do you allow the students to tap or raise a hand to switch position?

**Answer** : Yes, it may do that they may do that in the classroom.

22. **Question** : Do you facilitate and allow the group to complete the planning task?

**Answer** : Yes, games sometimes need much more time especially like this game. So, we hope that the game will be completed followed by the students in the classroom so we need time and we ask them to completed the planning tasks.

23. **Question** : Do you ask the students to report out in a whole-class discussion about content issues that arise and group comment process?

**Answer** : Sure, why not. Because how can we know the result of the discussion without having some report. And it means that the report is the result of the discussion of game in this case. And sometimes, I also give additional comments based on their discussion.



24. **Question** : Do you have any suggestion for making some variations of Fishbowl Technique to make more interesting for students?

**Answer** : Actually, I have a lack of knowledge about Fishbowl Technique. But in my reference I have so many techniques and games provided in my book. So besides Fishbowl Technique, I also develop some game and also Role Play in the classroom to make some variations in teaching learning process.

## Appendix 7

### Questionnaire Report

| No. | Code of Students | Students' Answer  |  |   |   |   |
|-----|------------------|---|--|---|---|---|
|     |                  | Essay No. 1   | Essay No. 2  | Essay No. 3   | Essay No. 4   | Essay No. 5   |
| 1.  | AFM              | Yes, because I'm afraid of making mistake and not usual when I speak. | No, because if there is a chance and keep practice we can do it. | No, I participate.                                      | Yes, I use Indonesian.  | Yes, I have difficulty in spelling the correct English words. |
| 2.  | AFN              | Yes, less knowledge of pronunciation sentences.                       | No, I just don't know the pronunciation is correct or not.       | Yes, I less participate.                                | Yes, I use Indonesian.  | No, I don't.  |
| 3.  | AWP              | Yes, difficulty in pronunciation.                                     | Yes, because I don't understand the words.                       | No, because it's easy to learning in speaking class.    | Yes, I use Indonesian.  | No, I don't.  |
| 4.  | AJE              | Yes, my English is not fluent.  | Yes, I'm not confident with myself.                              | Yes, Less participates.                                 | Yes, I use Indonesian.  | Yes, less knowledge of English words.                         |
| 5.  | AMZ              | Yes, because I'm not fluent in English.                               | Yes, because I'm not feel confident.                             | Yes, less participate because afraid of making mistake. | Yes, I use Indonesian.  | Yes, less of confident.                                       |
| 6.  | AYM              | Yes, because of nervous.  | No, I can do it.   | No, I participate.                                      | Yes, I use Indonesian.  | Yes, sometime it's too fast so I don't understand.            |
| 7.  | CPR              | Yes, because I don't know how to read the words.                      | Yes, difficulty in new words.                                    | No, I participate.                                      | Yes, I use Indonesian because I'm not really good in English. | Yes, less of confident.                                       |

|     |     |  |   |   |  |  |
|-----|-----|--|---|---|--|--|
| 8.  | DFD | Yes, because there is something makes me lazy. | Yes, there are many words I don't understand and afraid of making mistakes. | No, I participate.  | Yes, I use Indonesian.                                   | No, I don't.   |
| 9.  | EAL | Yes, I less of knowledge in English.           | Yes, I'm not feeling confident.   | Yes, I don't participate because I don't really like English. | Yes, I use Indonesian.                                   | Yes, less of confident.                                      |
| 10. | FZP | Yes, difficulty in read words.                 | Yes, feel shy and afraid of making mistake.                                 | No, I participate.  | Yes, I get used Indonesian.                              | Yes, confuse in translate the words.                         |
| 11. | JPS | Yes, difficulty in grammar and vocabulary.     | No, because I need to keep speaks.  | No, I participate.  | Yes, I use Indonesian because it's easy to communicate.  | Yes, I'm nervous in crowded.                                 |
| 12. | LOA | Yes, sometimes I read wrong words.             | Yes, because I confuse and not understand.                                  | Yes, I don't participate because of confuse.                  | Yes, I use Indonesian because I don't really understand. | No, I don't have.  |
| 13. | MRU | Yes, difficulty in pronunciation.              | Yes, because I don't understand English.                                    | Yes, I confuse and don't understand what is being discussed.  | Yes, because I can't use English.                        | Yes, it's difficult to get understand especially in English. |
| 14. | MFA | Yes, because it's really hard without text.    | Yes, I don't know what I want to say.                                       | No, I participate.  | Yes, I use Indonesian.                                   | Yes, I feel nervous.   |
| 15. | MFR | Yes, I feel nervous in class.                  | Yes, less of vocabulary.  | Yes, I don't participate because not feel confident.          | Yes, I use Indonesian because I'm not fluent in English. | No, I don't have.  |
| 16. | MND | Yes, difficulty in pronunciation.              | Yes, difficulty in differentiate pronunciation of words.                    | Yes, I less of participates.                                  | Yes, I get used Indonesian very often.                   | Yes, the pronunciation of words looks similar.               |

|     |     |   |   |   |   |  |
|-----|-----|---|---|---|---|--|
| 17. | MPR | Yes, I feel nervous.  | No, I can express myself.                                       | No, I participate.                          | Yes, I use Indonesian.                            | Yes, difficulty in new words.                            |
| 18. | MPA | No, because speaking is easy.   | No, speaking is easy than grammar.                              | No, I participate.                          | Yes, I use Indonesian.                            | Yes, difficulty in new words.                            |
| 19. | MRA | Yes, I feel nervous in class.   | Yes, I feel confuse.  | No, I participate.                          | Yes, I use Indonesian.                            | Yes, Many of students less knowledge in English.         |
| 20. | NFR | Yes, I don't understand the meaning of the words when I try to speak. | No, I confident.  | No, I participate.                          | Yes, I use Indonesian.                            | No, I'm good.  |
| 21. | RMN | No, because the teacher still help the students.                      | Yes, less capable in vocabulary and confuse with English words. | No, I participate.                          | Yes, I use Indonesian because less of vocabulary. | Yes, because I less of knowledge and not feel confident. |
| 22. | RMA | Yes, difficulty in spelling the words.                                | Yes, less of vocabulary and the meaning of the words.           | Yes, I less participates.                   | Yes, I use Indonesian because it's easy.          | No, I don't have.  |
| 23. | SAS | Yes, sometimes I confuse to read the words.                           | No, I feel confident.   | Yes, I don't participate because I confuse. | Yes, I use Indonesian but sometimes use English.  | Yes, because I less of concentration.                    |
| 24. | SAN | Yes, less of grammar and new words.                                   | Yes, afraid of making mistake.                                  | Yes, I less participate.                    | Yes, I get used Indonesian.                       | Yes, just not confident.                                 |
| 25. | TRH | Yes, lack of grammar.   | Yes, speaking is hard.  | No, I participate.                          | Yes, I use Indonesian.                            | Yes, in grammar.   |
| 26. | TAP | Yes, because there some words I can't read it.                        | Yes, because afraid of making mistake.                          | No. I participate.                          | Yes, I use Indonesian.                            | Yes, when I try to reply the speaker.                    |
| 27. | VIV | Yes, because I less of vocabulary and nervous when say the words.     | Yes, less of confident.   | No, I participate.                          | Yes, I use Indonesian.                            | Yes, I less of confident.                                |

## **Appendix 8**

### **Documentation of Photograph**



**The researcher introduced and explained what he will do in the class.**



**The teacher introduced Fishbowl Technique.**



**The teacher made the students into Fishbowl Design.**



**The teacher explained about Fishbowl Technique.**





**The students while discussion in Fishbowl Technique.**



**The students report out in the whole class discussion.**



**The researcher interviewed the teacher.**



**The researcher gave questionnaire to the students.**